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Carl R. Rogers, 1947  
 William A. Hunt, 1949, Chairman  
 Joseph M. Bobbitt, 1951  
 John G. Darley, 1951

## COMMITTEE ON INTERNATIONAL RELATIONS IN PSYCHOLOGY

Walter S. Hunter, 1945  
 Herbert S. Langfeld, 1945, Chairman  
 Walter R. Miles, 1945  
 Robert M. Yerkes, 1945  
 Robert B. MacLeod, 1951

<sup>3</sup> Special Committees are committees appointed by the Council of Representatives or Board of Directors, but not required by the By-Laws. Members of these committees serve without predetermined terms; the date of first appointment is given. The members of each committee are listed in order of appointment.



# COMMITTEE ON ETHICAL STANDARDS FOR PSYCHOLOGY

Nicholas Hobbs, 1947, Chairman

Lloyd N. Yepsen, 1947

Stuart W. Cook, 1948

Harold A. Edgerton, 1948

Morris Krugman, 1948

Helen D. Sargent, 1948

Donald E. Super, 1948

Leonard W. Ferguson, 1951

SUBCOMMITTEE ON ETHICAL STANDARDS IN RESEARCH AND DEVELOPMENT WORK: Brent Baxter, A. G. Bayroff, Isidor Chein, John S. Harding, Marie Jahoda, and Stuart W. Cook, Chairman

SUBCOMMITTEE ON ETHICAL STANDARDS IN PROFESSIONAL RELATIONSHIPS: Thomas William Brockbank, George E. Gardner, Mason Haire, Albert J. Harris, Herbert D. Williams, Wallace H. Wulfeck, Morris Krugman, Chairman

SUBCOMMITTEE ON ETHICAL STANDARDS IN WRITING AND PUBLISHING: John F. Dashiell, Richard M. Elliott, Ronald Lippitt, Neal E. Miller, Harold Seashore, Julian C. Stanley, Jr., Donald E. Super, Chairman

SUBCOMMITTEE ON ETHICAL STANDARDS IN TEACHING: Claude E. Buxton, Frank S. Freeman, G. Gorham Lane, Ann Magaret, Ralph H. Turner, and Donald E. Super, Chairman

SUBCOMMITTEE ON ETHICAL STANDARDS AND PUBLIC RESPONSIBILITY: Gordon W. Allport, Hadley Cantril, John C. Eberhart, John W. Gardner, Edna Heidbreder, and Nicholas Hobbs, Chairman

# COMMITTEE ON RELATIONS WITH THE SOCIAL WORK PROFESSION

Urie Bronfenbrenner, 1949

Malcolm G. Preston, 1949, Chairman

Joseph M. Bobbitt, 1950

Eliot H. Rodnick, 1950

Arthur W. Combs, 1951

Howard E. Mitchell, 1951

Fritz Redl, 1951

Pauline S. Sears, 1951

Albert S. Thompson, 1951

# COMMITTEE ON HISTORY OF PSYCHOLOGY IN AUTOBIOGRAPHY

Edwin G. Boring, 1949

Herbert S. Langfeld, 1949, Chairman

Heinz Werner, 1949

Robert M. Yerkes, 1949

# COMMITTEE ON ACADEMIC FREEDOM AND CONDITIONS OF EMPLOYMENT

Marion A. Bills, 1951

Clarence H. Graham, 1951

Ernest R. Hilgard, 1951, Chairman

Francis W. Irwin, 1951

H. H. Remmers, 1951

# COMMITTEE ON TEST STANDARDS

Edward S. Bordin, 1950

Herbert S. Conrad, 1950

Lee J. Cronbach, 1950, Chairman

Lloyd G. Humphreys, 1950

Paul E. Meehl, 1950

Donald E. Super, 1950

Robert C. Challman, 1951

# EDUCATION AND TRAINING BOARD

Claude E. Buxton, 1951

Stuart W. Cook, 1951, Chairman

Karl F. Heiser, 1951

E. Lowell Kelly, 1951

Lyle H. Lanier, 1951

Donald B. Lindsley, 1951

David C. McClelland, 1951

Bruce V. Moore, 1951

Clifford T. Morgan, 1951

Ruth S. Tolman, 1951

Committee on Undergraduate Education: Robert H. Knapp, Robert B. MacLeod, Wilbert J. McKeachie, Eleanor O. Miller, and Claude E. Buxton, Chairman.

Committee on Subdoctoral Education: Ralph F. Berdie, Lawrence E. Cole, Elizabeth Duffy, Fred McKinney, Milton A. Saffir, George S. Speer, and David C. McClelland, Chairman

Committee on Doctoral Education: Donald K. Adams, Arthur L. Benton, Edward S. Bordin, Richard S. Crutchfield, Robert E. Harris, Edwin R. Henry, Saul Rosenzweig, Harold Schlosberg, Neil D. Warren, Delos D. Wickens, C. Gilbert Wrenn, and Bruce V. Moore, Chairman

Committee on Practicum Training: Roy Brener, George E. Gardner, Isabelle V. Kendig, Donald E. Super, and Karl F. Heiser, Chairman

Committee on Psychology in Other Professional Schools: Roger M. Bellows, Mary Ford, Ivan N. Mensh, Helen Nahm, E. Llewellyn



Queener, Rutherford B. Porter, and Ruth S. Tolman, Chairman

AD HOC COMMITTEE ON RELATIONS WITH THE MEDICAL PROFESSION

Joseph M. Bobbitt, 1951  
Arthur W. Combs, 1951  
J. McV. Hunt, 1951  
Carlyle F. Jacobsen, 1951  
E. Lowell Kelly, 1951, Chairman  
Rensis Likert, 1951  
Fillmore H. Sanford, 1951  
David Shakow, 1951

COMMITTEE ON RELATIONS WITH SPEECH PATHOLOGISTS

Chester C. Bennett, 1951  
Wendell Johnson, 1951  
George A. Kelly, 1951, Chairman  
Helen Schick Lane, 1951  
Jack Matthews, 1951  
Max D. Steer, 1951  
Charles R. Strother, 1951

COMMITTEE ON QUESTIONNAIRES

Ray C. Hackman, 1951  
James Q. Holsopple, 1951  
Willis C. Schaefer, 1951, Chairman

COMMITTEE ON ROYALTIES CONTRIBUTED TO APA

Steuart Henderson Britt, 1951  
J. P. Guilford, 1951  
Norman L. Munn, 1951, Chairman  
Carroll L. Shartle, 1951  
Calvin P. Stone, 1951

BUILDING COMMITTEE

Jerry W. Carter, Jr., 1950, Chairman  
Fillmore H. Sanford, 1950  
Dael Wolfle, 1950

HOUSE COMMITTEE

Thelma Hunt, 1951  
Harry J. Older, 1951  
Fillmore H. Sanford, 1951  
Robert R. Sears, 1951

ADVISORY COMMITTEE ON PROBLEMS OF LEGISLATION

Arthur W. Combs, 1951  
Karl F. Heiser, 1951  
Alvin F. Zander, 1951, Chairman

AMERICAN PSYCHOLOGICAL ASSOCIATION  
REPRESENTATIVES TO OTHER  
ORGANIZATIONS

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Frank A. Geldard (1950-52)  
Rensis Likert (1951-53)

NATIONAL RESEARCH COUNCIL

W. J. Brogden (1949-52)  
Starke R. Hathaway (1949-52)  
Donald W. Taylor (1949-52)  
Neal E. Miller (1950-53)  
Clifford T. Morgan (1950-53)  
David Shakow (1950-53)  
Alfred L. Baldwin (1951-54)  
Judson S. Brown (1951-54)  
W. N. Kellogg (1951-54)  
Anne Anastasi (1952-55)<sup>4</sup>  
Edna Heidbreder (1952-55)  
David C. McClelland (1952-55)

SOCIAL SCIENCE RESEARCH COUNCIL

Robert R. Sears (1945-47; 1948-50; 1951-53)  
Otto Klineberg (1950-52)  
Douglas McGregor (1952-54)

AMERICAN DOCUMENTATION INSTITUTE

Herbert S. Conrad, 1949

INTER-SOCIETY COLOR COUNCIL

Harry Helson, 1945, Voting Delegate, Chairman  
Louise L. Sloan, 1945, Voting Delegate  
Neil R. Bartlett, 1947, Voting Delegate  
Sidney M. Newhall, 1945  
H. R. Blackwell, 1947  
Alphonse Chapanis, 1947  
Robert W. Burnham, 1949  
Jozef Cohen, 1950  
Michael J. Zigler, 1950

AMERICAN STANDARDS ASSOCIATION, SECTIONAL  
COMMITTEE ON OPTICS

Sidney M. Newhall, 1947, Representative  
William Berry, 1951, Alternate

WORLD FEDERATION FOR MENTAL HEALTH

Gertrude P. Driscoll, 1951

COMMITTEE ON MATHEMATICAL TRAINING OF  
SOCIAL SCIENTISTS

Clyde H. Coombs, 1950  
Allen L. Edwards, 1950

<sup>4</sup> Term begins July 1952.

WAR CLAIMS COMMISSION'S SPECIAL ADVISORY  
COMMITTEE

John W. Stafford, 1951

GROUPEMENT INTERNATIONAL POUR LA COORDINA-  
TION DE LA PSYCHIATRIE ET DES METHODES  
PSYCHOLOGIQUES

James Q. Holsopple, 1951

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND  
ADULTS

Salvatore G. DiMichael, 1951

NATIONAL COUNCIL FOR MOBILIZATION OF EDUCA-  
TION

Charles N. Cofer, 1951

Fillmore H. Sanford, 1951

AFFILIATED STATE PSYCHOLOGICAL  
ASSOCIATIONS

Arizona Psychological Association

*Pres.*—Keith J. Perkins

*Secy.-Treas.*—Dr. Curtis B. Merritt,  
College of Education  
University of Arizona  
Tucson, Arizona

*Conf. Rep.*<sup>5</sup>—Keith J. Perkins

Arkansas Psychological Association

*Pres.*—Henry N. Peters

*Secy.*—Dr. Iva C. Gardner  
Department of Psychology  
Little Rock Junior College  
Little Rock, Arkansas

*Treas.*—Jerome Schiffer

*Conf. Rep.*—Charles E. Thompson

California State Psychological Association

*Pres.*—Roy M. Dorcus

*Secy.-Treas.*—Dr. Paul R. Farnsworth  
Department of Psychology  
Stanford University  
Stanford, California

*Conf. Rep.*—Roy M. Dorcus and Hugh M. Bell

Colorado Psychological Association

*Pres.*—Margaret B. Thaler

*Secy.-Treas.*—Mrs. Muriel W. Parrott  
Colorado Psychopathic Hospital  
University of Colorado Medical  
School  
Denver, Colorado

*Conf. Rep.*—Lawrence S. Rogers

<sup>5</sup> Conference Representatives are representatives to the  
Conference of State Psychological Associations.

Connecticut State Psychological Society

*Pres.*—David C. McClelland

*Secy.-Treas.*—Dr. Winifred S. Scott

121 Mill Rock Road

New Haven 11, Connecticut

*Conf. Rep.*—Marion A. Bills

Delaware Psychological Association

*Pres.*—Esther S. Vik

*Secy.-Treas.*—Mrs. Catharine L. Hultsch  
Department of Child Guidance  
and Development,  
Wilmington Public Schools  
Wilmington, Delaware

*Conf. Rep.*—G. Gorham Lane

District of Columbia Psychological Association

*Pres.*—Dr. Joseph M. Bobbitt

*Secy.*—Dr. Helen M. Wolfe

2801 Rittenhouse Street, N. W.

Washington, D. C.

*Treas.*—Stanley C. Markey

*Conf. Rep.*—Thelma Hunt and Charles N. Cofer

Florida Psychological Association

*Pres.*—Robert W. Kleemeier

*Secy.-Treas.*—Dr. Richard J. Anderson  
Department of Psychology  
University of Florida  
Gainesville, Florida

*Conf. Rep.*—Robert W. Kleemeier

Georgia Psychological Association

*Pres.*—James E. Greene

*Secy.-Treas.*—Dr. Florene M. Young  
Department of Psychology  
Meigs Hall  
University of Georgia  
Athens, Georgia

*Conf. Rep.*—Joseph E. Moore

Hawaii Psychological Association

*Pres.*—Thayne M. Livesay

*Secy.-Treas.*—Miss M. Helena Klinkman  
Psychological Clinic  
University of Hawaii  
Honolulu 14, T. H.

*Conf. Rep.*—Harold M. Bitner

Illinois Psychological Association

*Pres.*—Irwin A. Berg

*Secy.*—Professor George S. Speer  
Illinois Institute of Technology  
3300 S. Federal Street  
Chicago 16, Illinois

*Treas.*—L. L. McQuitty

*Conf. Rep.*—Irwin A. Berg, James G. Miller,  
and George S. Speer

#### Indiana Psychological Association

*Pres.*—Delton C. Beier

*Secy.-Treas.*—Dr. Rutherford B. Porter  
Department of Psychology  
Indiana State Teachers College  
Terre Haute, Indiana

*Conf. Rep.*—Delton C. Beier

#### Iowa Psychological Association

*Pres.*—Martin F. Fritz

*Secy.-Treas.*—Dr. Frederick E. Ash  
Mental Hygiene Center  
Veterans Administration  
Des Moines, Iowa

*Conf. Rep.*—Stuart C. Peterson and Martin F.  
Fritz

#### Kansas Psychological Association

*Pres.*—Joseph E. Brewer

*Secy.-Treas.*—Dr. Anthony J. Smith  
Department of Psychology  
University of Kansas  
Lawrence, Kansas

*Conf. Rep.*—Homer B. Reed

#### Kentucky Psychological Association

*Pres.*—Graham B. Dimmick

*Secy.-Treas.*—Miss Jessie F. Irvine  
Eastern State Hospital  
Lexington, Kentucky

*Conf. Rep.*—Walter E. Watson

#### Louisiana Psychological Association

*Pres.*—Paul C. Young

*Secy.-Treas.*—Dr. B. M. Bass  
Department of Psychology  
Louisiana State University  
Baton Rouge, Louisiana

*Conf. Rep.*—Paul C. Young

#### Maine Psychological Association

*Pres.*—A. Douglas Glanville

*Secy.-Treas.*—Dr. E. Parker Johnson  
Department of Psychology  
Bowdoin College  
Brunswick, Maine

*Conf. Rep.*—John P. Scott

#### Massachusetts Society of Clinical Psychologists

*Pres.*—Thomas M. Harris

*Secy.*—Dr. Donald A. Ramsdell  
10 Berkeley Place  
Cambridge, Massachusetts

*Treas.*—Eunice A. Pugh

*Conf. Rep.*—Stanley G. Estes

#### Michigan Psychological Association

*Pres.*—Lynn Bartlett

*Secy.*—Miss Esther L. Belcher  
Department of Public Instruction  
State Capitol  
Lansing 2, Michigan

*Treas.*—Greydon M. Worbois

*Conf. Rep.*—Orlo L. Crissey and Harold H. An-  
derson

#### Minnesota Psychological Association

*Pres.*—None

*Exec. Secy.*—Dr. William M. Hales  
Veterans Administration Hospital  
Fort Snelling  
Minnesota

*Conf. Rep.*—William M. Hales and Daniel N.  
Wiener

#### Missouri Psychological Association

*Pres.*—Dr. Hyman Meltzer

*Secy.-Treas.*—Dr. Philip H. DuBois  
Department of Psychology  
Washington University  
St. Louis 5, Missouri

*Conf. Rep.*—Robert I. Watson

#### New Jersey Psychological Association

*Pres.*—Bert D. Schwartz

*Exec. Secy.*—Dr. Frederick J. Gaudet  
Department of Psychological Stud-  
ies  
Stevens Institute of Technology  
Hoboken, New Jersey

*Secy.-Treas.*—Kermit W. Oberlin

*Conf. Rep.*—Harold S. Carlson, Samuel B. Ku-  
tash, and Lloyd N. Yepsen

#### New York State Psychological Association

*Pres.*—Louis Long

*Secy.*—Dr. Elinor J. Barnes  
Psychological Corporation  
522 Fifth Avenue  
New York 18, N. Y.

*Treas.*—Albert S. Thompson



- Conf. Rep.*—Harry B. Gilbert, Roger T. Lennon, Carleton F. Scofield, L. Joseph Stone, and Wallace H. Wulfeck
- North Carolina Psychological Association  
*Pres.*—Dorothy C. Adkins  
*Secy.-Treas.*—Miss Marion D. Stanland  
 State Board of Public Welfare  
 Raleigh, North Carolina  
*Conf. Rep.*—Louis D. Cohen
- Ohio Psychological Association  
*Pres.*—Sidney L. Pressey  
*Secy.*—Miss Rosina M. Brown  
 Board of Education  
 Cleveland 13, Ohio  
*Treas.*—Ronald R. Greene  
*Conf. Rep.*—Calvin S. Hall and Paul W. Stansbury
- Oklahoma State Psychological Association  
*Pres.*—M. O. Wilson  
*Secy.-Treas.*—Dr. Joseph M. Latimer  
 Department of Psychology  
 The University of Oklahoma  
 Norman, Oklahoma  
*Conf. Rep.*—M. O. Wilson
- Ontario Psychological Association  
*Pres.*—Mary J. Wright  
*Secy.-Treas.*—Mr. Roy W. Ross  
 100 St. George Street  
 Toronto  
 Ontario, Canada  
*Conf. Rep.*—J. B. Boyd
- Pennsylvania Psychological Association  
*Pres.*—Miles Murphy  
*Secy.*—Dr. William U. Snyder  
 Department of Psychology  
 Pennsylvania State College  
 State College, Pennsylvania  
*Treas.*—Kenneth L. Smoke  
*Conf. Rep.*—Bruce V. Moore and Guy E. Buckingham
- Psychological Association of the Province of Quebec  
*Pres.*—Brother Blaise Laurier, C.S.V.  
*Record. Secy.*—Dr. J. M. Chevrier  
 Vocational Guidance Bureau  
 Youth Aid Services  
 35 Notre Dame Street  
 West Montreal, P. Q.  
 Canada
- Secy.-Treas.*—Rosalie Sofin  
*Conf. Rep.*—Brother Blaise Laurier, C.S.V.
- Tennessee Psychological Association  
*Pres.*—Hudson Jost  
*Secy.-Treas.*—Dr. A. D. Mueller  
 Kennedy Hospital  
 Box 130  
 Memphis 15, Tennessee  
*Conf. Rep.*—Stanford C. Ericksen
- Texas Psychological Association  
*Pres.*—Gordon V. Anderson  
*Secy.-Treas.*—Mr. Robert B. Morton  
 Veterans Administration Hospital  
 Houston, Texas  
*Conf. Rep.*—Willard H. Brentlinger and J. L. McCary
- Vermont Psychological Association  
*Pres.*—Frederick C. Thorne  
*Secy.-Treas.*—Mrs. Florence Pizinger Bellows  
 St. Johnsbury, Vermont  
*Conf. Rep.*—Frederick C. Thorne
- Virginia Academy of Science, Psychology Section  
*Pres.*—A. W. Hurd  
*Secy.-Treas.*—Dr. Stanley B. Williams  
 Department of Psychology  
 College of William and Mary  
 Williamsburg, Virginia  
*Conf. Rep.*—Austin E. Grigg
- State Psychological Association of Washington  
*Pres.*—James H. Elder  
*Secy.-Treas.*—Dr. David Ehrenfreund  
 Department of Psychology  
 State College of Washington  
 Pullman, Washington  
*Conf. Rep.*—F. D. Klopfer
- Wisconsin Psychological Association  
*Pres.*—John W. M. Rothney  
*Corr. Secy.*—Mrs. Katherine K. Fassett  
 Student Counseling Center  
 University of Wisconsin  
 740 Langdon Street  
 Madison 6, Wisconsin  
*Treas.*—Raymond C. Headlee  
*Conf. Rep.*—Sadie Myers Shellow



# SUMMARY REPORT ON THE 1951 ANNUAL MEETING<sup>1</sup>

FILLMORE H. SANFORD

*Executive Secretary, American Psychological Association*

FROM 4,100 to 4,500 people were in and about Chicago's Sherman and Morrison Hotels in some connection with the 59th Annual Meeting of APA. Of this number, 3,650 were officially registered. From 450 to 750 more were there because the 3,650 were there. These uncounted people included those who have some commercial, emotional, and/or familial relation to psychologists. It was the most populous meeting in APA's history.

Three hundred sixty-eight psychologists presented research papers and 365 participated as principals in symposia and roundtables. There were 53 scheduled business meetings, 20 luncheons and dinners, 18 formal addresses, and 4 showings of psychological films. There are no reliable data on the number of unscheduled private and semi-private gatherings, but the consumption of aspirin is reported to have been up to or beyond the normal rate for psychologists in conclave.

Generally speaking, things ran well. The Program Committee did a monumental job in granting and implementing divisional requests. The Convention Manager (Edward T. Raney) and the Committee on Local Arrangements did remarkably well in facilitating events transpiring in the 18 rings and the innumerable side areas of our annual affair. Projectors were there and in working order. Microphones worked. Few rooms were too small

or too large for the audiences. Press coverage was adequate and as accurate as could be reasonably wished for. The placement office did a phrenetic but successful job. There were no lost children and few lost psychologists.

There were a number of dissatisfactions. A few members had trouble with hotel reservations. Among those who complained on this count was a member, identity unknown, who sent in at the last minute an air-mailed and specially delivered reservation form—completely naked of writing. A number of people ran out of money because of the unexpectedly high costs of hotel living, but apparently no one was permanently stranded in Chicago.

There were many groans over the magnitude of the program and a number of people expressed a wish for the good old days when APA meetings were not so overrun by thousands of strange psychologists, but there seemed to be very few really justifiable complaints about remediable aspects of the whole convention. For all this, the Association can thank those of its members who gave many days of their time to the arranging of the meetings.

There is no possible way to summarize here the scientific achievements reported at the meetings. In the eyes of competent observers, there were many outstanding papers, addresses, and symposia. These will all come into their own through eventual publication. The presidential address, delivered by Robert R. Sears on September 3, was a highlight of the meeting. This address, "Social Behavior and Personality Development," was published in the September 1951 *American Psychologist*.

In the year following the 1950 Annual Meeting, the Board of Directors met for six long days and the Council of Representatives had two busy sessions at Chicago. Official actions were numerous. The Report of the Recording Secretary, published in this issue, gives the facts about these actions.

<sup>1</sup> For the past few years, selected APA committee reports have been published while others have been merely accepted and filed by the Council of Representatives. This year, the Council, upon recommendation from the Board of Directors, voted to try an experiment whereby only very few committee reports are published, with others being summarized in a report by the Executive Secretary. The Council also voted that copies of all reports should be made available to members who desire them. Consequently, any member who wishes to have the 1951 report of any APA committee can request it of the Central Office.

The present report represents an attempt to summarize the highlights of the Annual Meeting. It will give special emphasis to the committee reports which the Council voted to accept but not to publish.

The published Budget and the Report of the Treasurer will show the state of the Association's finances. All the official actions have a bearing on the life and welfare of every member of the Association. Some actions will have subtle and indirect effects. The results of others (financial!) will be immediate. The reports of these actions give the membership an opportunity to check on the representativeness of its representative government. It is a very good guess that Board and Council members would approve the appearance here of an invitation to all members to make that check by studying the official reports appearing in this issue.

#### COMMITTEE REPORTS

During the year 219 psychologists served on the nine standing and 18 special committees that make APA go. Some of these committees have relatively thankless but important jobs to do. Others, like the Policy and Planning Board, operate at the level of large policy and basic philosophy. All seem to work exceptionally hard when there is a job to be done, whether the job is inherently dull or exciting.

The following pages summarize, under several general headings, the work of these 27 committees.

#### *Ethics*

The past year has been marked by much concern in the APA for matters of ethics. The Committee on Ethical Standards for Psychology has continued its productive pioneering, a new Committee on Test Standards has worked and produced, the Committee on Scientific and Professional Ethics has labored at its thankless job of "enforcing" as yet essentially non-existent ethical standards, and the Ad Hoc Committee on Relations with the Medical Profession has dealt with what may be called the "ethics of an institution"—the institution that is the profession of psychology. In addition, ethical matters were the subject of three symposia at the convention and were dealt with in several addresses.

The Committee on Ethical Standards ("The Hobbs Committee") reports significant progress in its highly participant program to provide a complete code of ethics. The Committee estimates that after another year of discussion and revision of its tentative standards, it will be prepared to present a final draft for consideration by the Association. Detailed actions to insure the continuation of this Committee's work are recorded in the proceedings.

The Committee on Scientific and Professional Ethics handled 15 serious cases and 6 cases involving such minor things as use of the fact of APA membership on letterheads or in advertising. The work of this Committee, in the absence of established codes, continues to be largely educational and persuasive. It did, however, recommend to the Council the expulsion of one member of the Association, provided such action is in accordance with proper legal procedures. The Council voted to approve the recommendation.

In October 1950, a Committee on Test Standards was appointed and requested to prepare a statement on (a) technical standards for evaluating tests and (b) the content of test manuals. This Committee reports considerable progress. Its tentative statement is now being widely discussed and its final form will probably be available in another year.

The Ad Hoc Committee on Relations with the Medical Profession, which will be discussed later, also found itself dealing with ethical principles in discussing the relations between a profession and its supporting society. Its work in setting down principles concerning the role of a profession in a democratic society may eventually make a meaningful supplement to that work which focuses on ethical standards for individual behavior.

The Association has moved decisively toward a solution of its ethical problems.

#### *Relations with Other Professions*

As psychology grows toward status as an independent profession, psychologists have become more and more involved in and concerned with relations with other professions having common—and sometimes conflicting—interests.

The Committee on Relations with the Social Work Profession reports progress in establishing both formal and informal relationships with the American Association of Social Workers and the American Association of Psychiatric Social Workers. A conference at Adelphi College in June 1951 served to develop channels of communication and initiated an exploration for ways in which the professions of social work and psychology can be mutually helpful. Plans for further and more extensive conferences were formulated.

The Committee on the Relation of Psychology to Psychiatry existed in an inactive status during the year. The Board felt that we need a clarifying

philosophy before we crystallize our policy or galvanize our resources with respect to relations with psychiatry or any other profession. Accordingly, the Board appointed, under the chairmanship of E. Lowell Kelly, an Ad Hoc Committee on Relations with the Medical Profession. This Committee was requested to think through the principles involved in our relations with various branches of the medical profession and to come forth, if possible, with a philosophy that might guide us in attempts to establish sound interprofessional relations. The Committee submitted a report that deals with psychology's place in modern society, outlines the nature of the profession that best meets its social responsibilities in a democracy, traces out the history of the relations between psychiatry and psychology, attempts to diagnose the causes of existing tensions and pseudo-tensions between the two professions, and suggests ways in which psychology can relate well and productively with all kindred professions. This report, after distribution in draft form to all those interested in studying and criticising it, will be published in the *American Psychologist* as a tentative statement of APA policy with respect to relations with other professions. The report is essentially a declaration of independence for all professions, and, if it meets with the wide approval of psychologists, has the possibility of helping us keep our relations with other professions on a high, satisfying, and productive plane.

In this area of concern, too, APA committees made significant contributions to American psychology and to the society in which it exists.

#### Finances

The Proceedings record actions taken by the Council, in response to recommendations of the Finance Committee, to improve the financial affairs of the Association without resorting to an increase in dues. Dues and subscription rates were last increased in 1948. Costs have risen steadily since then. The Association is feeling the pinch produced by this growing discrepancy.

The Report of the Treasurer gives a picture of the current state of APA finances and the 1952 Budget shows how the picture will look during the next fiscal year—the year of a \$320,000 budget. The APA is financially sound, but inflation is having a very tangible effect on its financial operations.

#### Publications

The Committee on Publications reports that the editors are doing their jobs well, that publication lag is at least not increasing, that publication outlets are judged reasonably adequate. The Committee has turned over to the new Publications Board a meaty agenda including such items as (a) a consideration of publications policy regarding the annual convention program, (b) ways to underwrite the publications of scholarly books in psychology, and (c) "provisions for competent outside evaluation and guidance to editors in regard to editorial policies of specific journals."

With respect to publications, the proceedings record official action to increase subscription prices in 1953, to discontinue free reprints to authors, and to publish an economical directory in 1952.

The report of the Board of Editors (now Council of Editors) appears in this issue.

#### Policies and Trends

It is probably true that any organization representative of a field that is growing and changing as rapidly as psychology is, needs not only many committees to meet its day-to-day problems, but relatively many committees that devote their efforts to the study of trends and the articulation of policy. The Ad Hoc Committee on Relations with the Medical Profession worked and reported at the policy level. The Policy and Planning Board, whose report was published in the October 1951 *American Psychologist*, has done extensive thinking about long-term trends in psychology and now plans to launch a systematic study of psychology, as a science and profession, in its social setting. The work of three other committees may be summarized under the policy-trend heading: the Ad Hoc Committee on Utilization of Psychologists, the Committee on Intraprofessional Relations in Psychology, and the Committee on Public Relations.

*The Utilization of Psychologists.* At its meeting in March 1951 the Board of Directors appointed a committee consisting of Donald Marquis, chairman, John Eberhart, Rensis Likert, F. H. Sanford and S. S. Stevens, to study and report upon problems concerning the utilization of psychologists.

The Committee reported to the Board in May and to the Council in September. The Committee's initial and principal concern was with personnel



supply-and-demand problems created by the expansion of psychological programs in governmental and military agencies. The Committee sponsored a Washington conference attended by representatives of the larger governmental, military, university, and private programs involving psychologists. It also gathered information of relevance to the emergency situation from a sample of department chairmen. Upon the basis of available information, the Committee's report concludes that the present supply-and-demand situation does not warrant any APA action that can not now be handled by the Central Office. Few agencies seem to be seriously crippled by the shortage of personnel, shortages that are most acute at the higher levels of competence. There is very keen but generally healthy competition among various agencies for competent psychologists, but colleges and universities are not being drastically hurt to date by the emergency or by the attraction of high-paying jobs in the government or military. Some programs of psychology in the military and in the government are developing apace while others, where the need is at least equally great, are stymied behind administrative or other barriers. Generally speaking, psychologists are being used as psychologists by the military. And, again generally speaking, the whole utilization situation looks much better than it did in 1940 or 1941.

The program outlined by the Policy and Planning Board, if it reaches fruition, can be expected to throw a wider light on the utilization of psychologists. In that study the focus will be more on the utilization of psychologists by American society and less on utilization in governmental and military agencies.

*Intraprofessional relations.* The Committee on Intraprofessional Relations in Psychology, under the chairmanship of Carroll Shartle, was requested to study differential definitions and functions within the professional field of psychology and to think about relations among different intraprofessional areas of practice. The Committee prepared a statement, "Fields of Psychology and Their Implications for Practice and Training," which was published in the March 1951 *American Psychologist*. Its report to the Council represented, essentially, a supplement to the published statement and some slight revisions of that statement based on feedback from interested individuals and groups. The published statement and its supplement (a) attempt

a definition of the responsibilities of psychologists, (b) describe the fields of psychology by means of a "classification chart" showing how psychologists and positions in psychology can be described, (c) give support to an APA governmental structure based on representation through divisions and state associations, (d) endorse the new APA education and training program, (e) state that all training in psychology should keep a research orientation until we have greater knowledge of human behavior, (f) endorse the plans of the Policy and Planning Board to study trends, and (g) recommend continuing efforts to define and establish, within APA, state associations and universities, subdoctoral professional roles and titles.

The Committee's work has already stimulated a good deal of thought and discussion concerning intraprofessional trends. In the light of the development of an education and training program and a trend-study by the P & P Board, the Committee, in accordance with its own recommendation, was discharged.

*Public relations.* For several years APA Committees on Public Relations have recognized that the Association has a need and even a responsibility to give vigorous attention to public relations. These committees also have warned against ill-considered or meretricious programs to sell the profession. The Committee that reported to the Council at Chicago shares these feelings, but reports positive steps to implement them.

The most concrete project undertaken by the Committee was the preparation of a manual, like the familiar student laboratory manuals, to guide simple research projects in the area of public relations. The manual will contain projects suitable for assignment to students in graduate or advanced undergraduate courses in psychology. The projects will be mostly of the opinion-survey sort, aiming at the accumulation of facts in various parts of the country about public perception of and attitudes toward psychologists. Such a manual, the Committee believes, will not only give us cumulative information about our public relations problem, but also succeed in bringing about informed involvement on the part of many psychologists who will direct the projects.

A second project the Committee discussed but did not initiate was the preparation by the APA of a simple manual to guide local groups in their



attempts to reduce wild public misperceptions of the psychologist.

Psychologists are interested in public relations. But so far their interest has been surpassed by their meticulousness in handling the problem. Both the above projects, last year's Committee felt, are useful steps toward a public relations program that can (a) give an accurate picture of psychologists and (b) still square with the psychologists' inhibitions about publicity.

### *Training Activities*

During the past year the Committee on Training in Clinical Psychology has been by far the most active training-oriented body in the APA. Its report is published in this issue. The Committee on Standards of Training was unable to find any productive handles on the enormous problem it confronted and hence presented only a token report.

The Committee on Training Below the Doctoral Level reported at considerable length on returns from a questionnaire sent to people at both the master's and the doctoral level in psychology. Half at each level were members of the APA; half were not. Because of incomplete and possibly selective returns, the conclusions may lack some representativeness, but the overall findings are of interest. In general, psychologists who are members of the APA are more like each other than they are like people at their training level who are not members. APA members at both levels report a feeling of competence in more areas, report doing more research, report having had training in more non-applied subjects, and feel more inadequate in mathematics and statistics than is the case with non-APA members.

Certain differences in attitudes between the MA and PhD APA members seem to involve status factors. The PhD seems often to think of the MA as a technician; the MA thinks of himself as an assistant to the PhD. The MA is confident he can undertake most psychological functions and especially wants to do therapy. The PhD thinks more of his own research competence. Both agree that the training of the terminal MA should differ from the PhD in kind rather than amount. The PhD's place higher value on the PhD, but the MA is desirous of additional training.

The non-APA psychologist, in this sample mostly at the MA level, seems more closely allied to education. He is more interested in counseling,

especially vocational and educational counseling. He is more likely to be supervised by an educator. This group does less research, less therapy, less testing. They are more likely to be in school administrative jobs and to be active in local affairs rather than to belong to national scientific societies. These trends suggest that the recruiting field for the APA may not be as large as some have thought.

The Committee of Departments Offering Doctoral Training reported a major job of intercommunication among its member departments. A questionnaire dealing with departmental problems and procedures was sent to 72 departments and returned by 50 of them. Copies of each return were then distributed to all departments offering doctoral training, thus furnishing each department detailed facts about the worries, and ways of meeting them, in other departments. The functions officially assigned to this Committee are now to be absorbed by the new education and training structure, but the Committee decided at Chicago to continue its existence, on an unofficial basis, to deal with problems common to departments and departmental chairmen.

The most far-reaching action with respect to training involved the creation and staffing of the new Education and Training Board and its five committees. For several years the Policy and Planning Board has recommended APA movement toward an integrated structure for dealing with education and training problems. This year action happened. The Board of Directors worked out a broad proposal for creating a new Board whose responsibility it would be to consider, at the policy level, APA responsibility and APA actions with respect to a wide variety of educational problems. The plan called for five separate committees: the Committee on Doctoral Education, the Committee on Subdoctoral Education, the Committee on Undergraduate Education, the Committee on Practicum Training, and the Committee on Psychology in Other Professional Schools. The Council of Representatives, by a mail ballot, approved the general plan, and partially by mail, partially at Chicago, elected the people who will have the job of carrying it out. The Committee on Doctoral Education, which has a panel on Clinical Psychology, is entrusted with the continuation of the CTCP program—a continuation in a broad context. The Education and Training Board and several of

the committees began work at Chicago, and the outlines of an intelligent, integrated handling of training problems are rapidly being formulated. APA members will hear a good deal more during the coming year about this venture.

#### *Organizational Matters*

Relatively little attention was paid to problems of our internal structure and operation. The Association has directed its attention more to external affairs than to internal organizational problems. Organizational problems still exist, however, and APA committees have wrestled with some of them.

*Housing.* The Building Committee reported that they had examined 40 to 50 separate properties and had recommended that the Board of Directors seriously consider two of these which the Committee thought might constitute the "particularly favorable opportunity" upon which the Council had empowered the Board to act. The Board authorized the purchase of one of these buildings. The owner refused to sell at the upper limit authorized by the Board. Later, the Board authorized the purchase of the second building, but the District of Columbia Board of Zoning Adjustment refused to grant the APA permission to occupy it. The Building Committee could find no other property that appeared suitable. The Board then authorized a higher offer for the first property considered. Negotiations are still in progress. It appears that they will be in progress for some time to come.

The Proceedings report that a House Committee is ready to work on problems of refurbishing and furnishing in case a building is purchased and that the Council has approved the principle of asking our members to contribute to the purchase of a building if its price is higher than the \$150,000 now in the building fund. (The property now sought will cost at least \$200,000 to purchase and some thousands more to prepare for occupancy.)

*APA and divisions.* In 1950 President Sears appointed a committee to study financial relations between APA and the various divisions. Some divisions were unhappy about divisional dues reverting to APA if not spent by the division during the fiscal year. The committee recommended that no action be taken, since the new By-Laws empower the Board of Directors to grant divisional requests to make special expenditures from their own budgets, giving divisions great freedom to handle their finances as they wish. Some divisional

representatives were not happy with this conclusion, and the Council instructed the Executive Secretary to make a study of the views of all divisions regarding financial relations with the APA.

*Student activities.* The Committee on Student Affiliates (now the Committee on Student Activities) reported an uneasiness and feeling of frustration due to its not being clear about its job. The Board of Directors discussed the role of students in APA and passed along to the Committee some informal guidance about general problems it might attack. The problem with respect to students, the Board was inclined to feel, could be stated in two parts: first, what can the APA do to help students in their scientific and professional growth?; second, what can the APA do to bring about the gradual integration of students into the Association so that they will participate, when ripe, in its affairs? The Committee was invited to think about both aspects of the problem.

*The convention program.* The Convention Program Committee survived the job of arranging the 1951 meetings and formulated for the Council some concrete proposals for keeping future programs within manageable bounds. The Committee suggested, among other things, that each division be requested not to increase its program beyond its average length for the past three years, that each symposium chairman take more responsibility for the organization of his symposium, that no member be allowed to participate in more than one symposium, and that each participant in a symposium be required to furnish the chairman of the symposium an abstract of his paper.

Many other people have had a concern about the program and ideas about its planning. The Policy and Planning Board has discussed the problem. The Board of Directors has thought about it. Out of all this concern, the new Program Committee has a strong, if informal, mandate to explore and to implement ways of keeping the program within reasonable limits of time, space, and quality. It is a sound expectation that the Program Committee will take a less permissive hand than formerly in going about its business.

#### *Assorted Special Problems*

*Royalty fund.* For several years there has been talk about establishing a fund to which writers of psychological books and other publications can contribute portions of their royalties, thus in a

way repaying the science and the profession that nurtured the writer. A committee was appointed during the spring of 1951 and, under the chairmanship of Calvin P. Stone, submitted recommendations concerning mechanisms for starting and administering such a fund.

The committee suggested that strictly voluntary contributions from authors be received and deposited in a special fund, the expenditures from which are to be guided by the recommendations of a committee. The committee suggests that the fund be given a distinguishing name such as American Psychological Foundation, or the APA Donation and Trust Fund, and that the funds should be used for purposes not already recognized as having claims on the APA treasury and not already met by agencies other than APA. The underwriting of scientific books of great value but little potential sale, the financial support of outstanding graduate students, research prizes, or additional financial support for our editors are suggested as appropriate functions of the fund.

The Board of Directors and Council of Representatives reacted with favor to the general plan and elected additional members to the original committee to help with the early implementation of the plan so that authors of texts, tests, manuals and workbooks, and earners of consultation fees and honoraria can express their gratitude to their colleagues and scientific forebears.

*Audio-visual aids.* The Committee on Audio-Visual Aids, with A. A. Lumsdaine chairman, reported on the making of arrangements to provide film reviews in the *Psychological Bulletin*. The Council of Representatives elected three new members to the committee to assist in carrying out these arrangements and to help with film showings, staged by the committee, at the annual convention.

*History of psychology in autobiography.* The Committee on History of Psychology in Autobiography (H. S. Langfeld, Chairman) reported that manuscript for Volume 4 in the series of *History of Psychology in Autobiography* had been edited and sent to the Clark University Press for probable publication before the end of 1951.

*Academic freedom and civil liberties.* The Committee on Academic Freedom and Civil Liberties (Dorwin Cartwright, Chairman) reported that organizational troubles diminished its activity, but that there was some discussion, at a policy level,

about APA's proper orientation to problems of academic freedom and civil liberties.

The Board of Directors, also concerned with APA policy in this area as well as with ways of handling specific cases involving restriction on and discrimination against individual members, recommended to the Council that the Committee be reconstituted under the broadened title "Committee on Academic Freedom and Conditions of Employment" and be given the responsibility both of reviewing individual cases referred to the APA and of formulating, in due time, general principles to guide us in this area of concern.

*International relations.* The Committee on International Relations (H. S. Langfeld, Chairman) reports that almost all the Western European countries now have official psychological associations and that a total of ten countries, through their associations, are adhering members of the International Union of Scientific Psychology. The International Council of Scientific Unions, however, has so far refused to admit as an independent union the IUSP.

Besides engaging in the normal flow of correspondence with foreign psychologists, the Committee reports, it has participated in conferences on such topics as (a) the encouragement of basic research in Western Germany and (b) the distribution abroad of information about psychological research in the United States.

*Precautions in animal experimentation.* The Committee on Precautions in Animal Experimentation (Fred S. Keller, Chairman) reported no major activities during the year. It recommended that APA again make a contribution of \$100 to the National Society for Medical Research to support that organization's work in preventing interferences with animal experimentation in our laboratories. (The Council voted to make this contribution.)

#### RELATIONS WITH OTHER ORGANIZATIONS

Psychologists, both individually and organizationally, have many contacts with people in other fields. Since psychology is both a science and a profession and since it has an orientation toward both social and natural science, our contacts are very varied in nature. They also vary in intimacy and in functional significance. During the past year the APA had official representatives to 13 other organizations. Most of these representatives,



or groups of representatives, engaged in considerable activity during the year.

S. S. Stevens, Chairman of the Division of Anthropology and Psychology of the National Research Council, reports "much activity and ferment on the psychological front in the NRC." The National Academy of Sciences has authorized the Division to employ an Executive Secretary—either a psychologist or anthropologist—to help administer the Division work and to develop its potentialities for more useful functions in NRC. The Division's Committees on Child Development, International Relations, Sensory Devices, and Aviation Psychology (with Meredith Crawford succeeding Morris Viteles as chairman) have been active. And through the Division, psychology and psychologists have become involved in a number of interdivisional projects in NRC. Among these are the Committee on Highway Safety (with E. R. Hilgard as chairman and T. W. Forbes, executive secretary), and a proposed program in disaster research.

APA representatives to the Social Science Research Council (Lyle Lanier, Otto Klineberg, and Robert R. Sears) reported that 31 psychologists have been involved during the past year in the work of SSRC and its committees. In addition, three psychologists participated in a Summer Seminar on Linguistics and Psychology and three others in a Seminar on Mathematical Models for Behavior Theory. Psychologists also received two of the seven SSRC fellowships awarded in 1951 and six of 29 full-time research training fellowships. The representatives also report that the Ford Foundation in August 1950 made to SSRC a grant of \$300,000 which will probably be used (a) to assist social scientists in the identification of the most profitable research areas, (b) to support studies relating to the training of research people

and (c) to study organization for social science research.

Representatives to the American Standards Association Committee on Standardization of Optics (Sidney M. Newhall and Henry A. Imus) report the adoption of three new standards bearing on the measurement and specification of color. A statement concerning these standards is printed in this issue.

The APA delegation to the Inter-Society Color Council (Harry Helson, Chairman) reports that APA members continue active in the Council. Representatives to the American Association for the Advancement of Science (Frank A. Geldard and Lyle H. Lanier) report that Paul R. Farnsworth was elected chairman of Section I, Walter S. Hunter was elected to the Executive Committee of AAAS, and E. C. Tolman was on a list of ten nominees for president-elect. Salvatore G. Di-Michael, APA representative to the National Society for Crippled Children and Adults reports that that organization has employed Phyllis Bartelme as consultant in psychology and will soon establish an Advisory Committee of psychologists. Donald E. Super, representative to the World Federation of Mental Health, reports that liaison with that organization is potentially very useful and should become more active than in the past.

Representatives to the Committee on Mathematical Training of Social Scientists (Clyde H. Coombs and Allen L. Edwards) report on a meeting of the Committee in which it was agreed (a) that students in the social sciences need a knowledge of mathematical logic, set theory, matrix algebra and calculus, (b) that traditional courses in mathematics do not meet the needs of social scientists, and (c) that there is a need for mathematics courses specially designed for social scientists.

Representatives to a number of organizations had no reports or reports concerning only minor actions.

# PROCEEDINGS OF THE FIFTY-NINTH ANNUAL BUSINESS MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC., CHICAGO, ILLINOIS

September 3-4, 1951

## REPORT OF THE RECORDING SECRETARY

DOROTHY C. ADKINS

*The University of North Carolina*

THE annual meeting of the Council of Representatives of the American Psychological Association was called to order at 2:15 P.M., September 3, 1951, by President Robert R. Sears in the Gray Room, Hotel Sherman, Chicago, Illinois. The Board of Directors had met earlier on August 29 and August 30 for discussion of recommended actions and preparation of the agenda. The first session of the Council meeting adjourned at 5:30 P.M. The second session began at 8:50 A.M., September 4 and ended at 12:10 P.M. A roll call of representatives was taken and a quorum established.

### A. REPORTS TO THE COUNCIL OF REPRESENTATIVES

1. The Council voted as an experiment to instruct the Executive Secretary to prepare for publication an overall summary article on the business of the 1951 annual meeting as an alternative to publication of all the numerous board and committee reports. Certain exceptions to this procedure were made. It was agreed that all committee reports would upon request be available to the membership in mimeographed form through the Office of the Executive Secretary. The Council voted that a volume consisting of the full reports of all committees, for each recent year of which copies are now available, be bound and placed in the official archives of the Association.

2. It was voted to approve the minutes of the meeting of the Council of Representatives on September 6-7, 1950, as printed in the *American Psychologist*, 1950, 5, 544-575.

3. It was voted to receive and order printed in the proceedings the following reports: minutes of the meetings of the Board of Directors, March 2-4 and

May 22, 1951, as reported by the Recording Secretary; the report of the Treasurer; the report of the Committee on Training in Clinical Psychology; and the report of the Board of Editors. The Council voted to approve the interim actions taken by the Board of Directors, as reported by the Recording Secretary.

4. It was voted to receive, but not to order printed, reports from the following: Committee on Committees; Finance Committee; Convention Program Committee; Committee on Scientific and Professional Ethics; Election Committee; Committee on Student Affiliates; Committee on Public Relations; Committee on Publications; Conference of State Psychological Associations; Committee on Precautions in Animal Experimentation; Committee on Audio-Visual Aids; Committee on the Relation of Psychology to Psychiatry; Committee on International Relations in Psychology; Committee of Departments Offering Doctoral Training; Committee on Academic Freedom and Civil Liberties; Committee on History of Psychology in Autobiography; Committee on Standards of Training of Psychologists; Committee on Intraprofessional Relationships in Psychology; Committee on Relations with the Social Work Profession; Committee on Ethical Standards in Psychology; Building Committee; Committee on Royalties Contributed to the APA; Committee on Financial Problems of Divisions in Relation to the APA; Ad Hoc Committee on the Utilization of Psychologists; Committee on Training in Psychology Below the Doctoral Level; the APA representatives to the following other associations: American Association for the Advancement of Science; Division of Anthropology and Psychology,

National Research Council; Social Science Research Council; American Documentation Institute; Inter-Society Color Council; Sectional Committee on Optics of the American Standards Association; World Federation for Mental Health; Committee on Mathematical Training of Social Scientists; National Society for Crippled Children and Adults.

5. The Council voted to transmit to the Education and Training Board the report of the Committee on Training in Psychology Below the Doctoral Level.

6. The Council voted, in accordance with a recommendation of the current representative, to appoint no representative to the National Council on Rehabilitation.

7. It was reported to the Council that the APA has appointed representatives to the National Conference for Mobilization of Education and expects to continue such affiliation.

8. The Council voted to acknowledge with thanks the report of the American Board of Examiners in Professional Psychology.

#### B. OTHER ACTIONS RELATING TO COMMITTEE REPORTS

1. The Board of Directors voted by mail to accept the report of the Committee to Review the Evidence in the Tenure Investigation of Ralph Gundlach at the University of Washington and to publish the summary of the report in the *American Psychologist*. This summary will include a statement that the full report will be available to members in mimeographed form upon request.

2. The Council voted to accept the report of the Committee on Test Standards with special commendation for the excellent development of draft standards and approval of an increase in its budget to \$2,250 as requested.

3. The Council voted to accept the report of the Ad Hoc Committee on Relations with the Medical Profession with deep appreciation. The chairman of this committee has been instructed by the Board to circulate the report in mimeographed form to various persons (Council members, chairman of state legislative committees, secretaries of state associations, persons from other professions engaged in private practice, members of other related committees, etc.) in order to incorporate their reactions into a report to be published in the *American Psychologist*—not as final policy but with a view

to action next year. The Council voted that this committee should be instructed to reconsider its name and to change its name, if desired, with the approval of the Board of Directors.

4. Attention was called to the reasons for establishing the Committee on Questionnaires as given on page 606 of the Recording Secretary's report. This Committee had not been activated and hence made no report.

5. Last year the Council voted to take no action on the report of the Committee on Standards for Psychological Service Centers pending careful study by the Council during the year and to place the report on the agenda for action this year. The Council decided that, pending the completion of a pilot study to be conducted by the Connecticut State Psychological Society, for which the Council appropriated \$300, no action would be taken.

6. The Council voted to instruct the Committee on Royalties Contributed to the APA to explore the possibilities of setting up a foundation and other necessary implementation of the purposes of the fund.

7. The Board of Directors announced that negotiations have been initiated for the purchase of a building in Washington, D. C. Permission of the Zoning Board to occupy the building is not a certainty. The Council voted to express its great appreciation to the Building Committee (Jerry W. Carter, Jr., Chairman, Fillmore H. Sanford, and Dael Wolfe) for its diligent efforts to find a suitable building for the APA. A House Committee is to be concerned with problems of remodeling and furnishing an APA building when it is acquired.

8. The Council approved the following recommendations of the Committee on Ethical Standards in Psychology:

a. That the APA appropriate \$300 to defray costs of organizing and carrying out the educational program proposed for the coming academic year.

b. That the Executive Secretary and the chairman of the committee be authorized to approach the Rockefeller Foundation to request a continuation of support of the project for one additional year.

c. That a resolution be sent to the Rockefeller Foundation expressing appreciation for its support of this project during the past three years.

d. That Council endorse the proposed educa-



tional program to encourage participation of university departments and various associations of psychologists.

e. That the committee be continued for one additional year.

f. That the appointments to subcommittees which the Council last year authorized this committee to make be confirmed and officially recorded.

9. The Council voted, in accordance with a recommendation from the Committee on Scientific and Professional Ethics, that the statement on caution on the use of the name of the APA in advertising and letterheads (which during the past year was sent to all new Associates) be sent to all APA members in the next general mailing.

10. The Council voted to reconstitute the Committee on Academic Freedom and Civil Liberties under a new name, Committee on Academic Freedom and Conditions of Employment, and to give it two assignments in accordance with recommendations of the Policy and Planning Board: (a) to screen all cases referred to the APA Board of Directors and make recommendations to it for action; and (b) over a period of a few years to study cases referred to it, whether or not the APA intervened, in order to develop a set of principles and procedural rules in terms of which more clear-cut policies and procedures might be established.

11. The Council voted to discharge with thanks the Ad Hoc Committee on the Utilization of Psychologists.

#### C. TRAINING IN PSYCHOLOGY

During the past year, extensive consideration has been given to the roles and interrelationships of committees concerned with various aspects of training in psychology. The Council approved by mail vote a general plan to have a coordinating Education and Training Board, with subcommittees in the areas of undergraduate training, doctoral training, subdoctoral graduate training, practicum training, and training in psychology for persons specializing in other fields. Initial slates of members of the Education and Training Board were approved by mail so that action could be begun, and additional nominations were made at the annual meeting. The general plan for integration of the training committees entailed discontinuance in their original form of the following committees: Committee of Departments Offering Doctoral Training,

Committee on Training in Clinical Psychology, Committee on Training in Psychology Below the Doctoral Level, Committee on Standards of Training of Psychologists, and Committee on Intraprofessional Relationships in Psychology. The new structure has been designed to integrate the functions and to absorb many of the personnel of the foregoing committees. The plan for financing the training program calls for a budget for the first year of \$25,000, of which amount the United States Public Health Service has granted \$15,000, with \$10,000 to be furnished by the American Psychological Association. The Education and Training Board is to have a full-time staff officer for at least a year.

#### D. PUBLICATIONS

1. With the concurrence of the Publications Board, the Council voted that beginning in 1953 the price of the *Journal of Consulting Psychology* will be increased to \$7.00 to non-member subscribers and to \$3.50 to members; and that the price of all other voluntary APA journals will be increased by \$1.00 to non-member subscribers and 50 cents to members.

2. With the concurrence of the Publications Board, the Council voted that beginning in 1953 the price of *Psychological Abstracts*, *Psychological Bulletin*, and *American Psychologist* will be increased by \$1.00 to non-member subscribers, and that an additional 50 cents will be allocated to these journals from member dues. (This action does not entail increase in dues.)

3. With the concurrence of the Publications Board, the Council voted to discontinue the provision of free reprints to authors of articles in APA journals for all articles submitted on or after January 1, 1952, and to substitute five free copies of the journal.

4. The Council voted to request the Publications Board to explore the advisability of creating one or more new journals, such as one in the field of human engineering, and to report its recommendations to the Board of Directors for action at its spring meeting.

5. The Council voted to authorize the editor of the *Journal of Abnormal and Social Psychology* to spend up to \$7,000 of the accumulated "Morton Prince" fund to print additional issues in order to reduce publication lag.

6. The Council approved the following page al-

location for APA journals for 1952, in accordance with a recommendation of the Publications Board:

<i>American Psychologist</i>	230 plus "official" publications
<i>Journal of Abnormal and Social Psychology</i>	672
<i>Journal of Applied Psychology</i>	480
<i>Journal of Comparative and Physiological Psychology</i>	560
<i>Journal of Consulting Psychology</i>	480
<i>Journal of Experimental Psychology</i>	800 (two volumes)
<i>Psychological Abstracts</i>	848
<i>Psychological Bulletin</i>	544
<i>Psychological Monographs</i>	550
<i>Psychological Review</i>	400

7. The Council decided, in view of the publication of a biographical directory in 1951, to substitute for a 1952 directory a list of names with current addresses, to be supplied at minimum cost to the APA treasury.

#### E. FINANCES AND BUDGET

1. The Council voted to approve the following budget for 1952:

##### APA BUDGET FOR 1952

###### Income

DUES	\$128,715.50
Fellows (@ 16.50)	\$26,305.50
Associates (@ 11.50)	89,673.00
Foreign Affiliates (@ 4.00)	240.00
Divisional dues	12,497.00
SUBSCRIPTIONS	129,497.93
Students (@ 7.50)	13,500.00
Member subscriptions	
Abnormal	6,677.30
Applied	2,548.51
Comparative	808.82
Consulting	5,228.82
Experimental	2,007.99
Monographs	1,869.37
Review	4,186.01
Abstracts	244.51
Bulletin	1,913.08
AJP	879.12
Club A	25,965.40
Non-member subscriptions	
American Psychologist	4,270.00
Abnormal	8,814.00
Applied	9,199.00
Comparative	3,166.00
Consulting	4,512.00
Experimental	9,664.00
Abstracts	9,971.00

Bulletin	5,944.00
Monographs	2,402.00
Review	5,727.00
OTHER PUBLICATION INCOME	38,100.00
Reprints	4,500.00
Prior and extra publication	8,600.00
Sale of single copies and back issues	10,000.00
Monograph authors	2,000.00
Advertising	13,000.00
MISCELLANEOUS INCOME	5,800.00
Interest on investments	2,700.00
Use of addressograph	1,100.00
Miscellaneous	2,000.00
TOTAL INCOME	\$302,113.43

###### Expenses

PUBLICATION EXPENSE <sup>1</sup>	\$226,406.95
Printing	
American Psychologist	\$30,245.26
Abnormal	14,796.73
Applied	10,270.37
Comparative	7,994.95
Consulting	8,886.68
Experimental	14,372.99
Abstracts	32,126.45
Bulletin	13,707.73
Monographs	11,071.41
Review	9,788.52
Directory	3,000.00
Purchase of AJP subscriptions	3,745.86
Reprints	7,000.00
Editorial stipends	4,800.00
Abstracts office expense	
Salaries	7,000.00
Abstractors and translators	1,000.00
Supplies and miscellaneous	600.00
APA office publication expenses <sup>2</sup>	
Salaries	41,000.00
Rent and utilities	2,000.00
Supplies and miscellaneous	3,000.00
BOARDS AND COMMITTEES	25,550.00
Board of Directors	1,750.00
Council of Editors	1,000.00
Publications Board	800.00
Relations with Psychiatry	500.00
Program Committee	500.00
Policy and Planning Board	2,000.00
Relations with Social Work	500.00
International Relations	200.00
Conf. of State Psychological Assns.	3,000.00
House	300.00

<sup>1</sup> The estimates of 1952 printing costs assume a 5 per cent increase in printing costs over 1951 figures. Increased circulation is also included. The estimates assume no 1952 increase in the number of pages published.

<sup>2</sup> Figures based on standard allocation formula.

Public Relations .....	300.00	
Audio-Visual Aids .....	250.00	
Test Standards .....	2,250.00	
Relations with Medical Profession .....	500.00	
Legislation .....	300.00	
Education and Training Board <sup>3</sup> .....	10,000.00	
Scientific and Professional Ethics .....	500.00	
Membership .....	300.00	
Ethical Standards .....	300.00	
Conn. State Psychological Society .....	300.00	
GENERAL APA ACTIVITIES .....	53,900.00	
Dues paid to divisions .....	8,000.00	
Recording Secretary .....	400.00	
Annual meeting .....	1,000.00	
Annual election .....	2,000.00	
Professional services .....	1,500.00	
Central Office (non-publication)		
Salaries .....	30,000.00	
Rent and utilities .....	2,000.00	
Supplies and miscellaneous ....	4,000.00	
Travel, Executive Secretary .....	1,500.00	
Membership in, and contributions to, other organizations .....	500.00	
Contingency fund .....	3,000.00	
RESERVE FUND .....	15,000.00	
TOTAL EXPENSES .....	\$320,856.95	
DEFICIT .....	\$ 18,743.52	

2. The Council voted to contribute \$100 to the National Society for Medical Research.

3. The Finance Committee recommended that the APA seek a reserve fund sufficient to cover one year's operating costs and that, annually, until such time as the reserve fund is sufficiently large, 5 per cent of the Association's total income be allocated to this fund. The Council accepted this recommendation as APA's fiscal policy for the guidance of the Board in preparing future budgets.

4. The Council voted that \$50,000 from reserve funds be added to the building fund to bring the total to \$150,000. (This action is consistent with a recommendation of the Finance Committee.)

5. The Council approved the basic principle of securing donations from the membership for addition to the building fund, in accordance with a recommendation of the Finance Committee.

6. The Council was informed that the Board has instructed the Executive Secretary to explore vigorously all possible means of increasing revenues through getting more advertising in APA journals and increasing journal subscriptions, and all possible means of decreasing costs.

7. The Committee on Financial Problems of

<sup>3</sup> In addition to USPHS grant of \$15,000.

Divisions in Relation to the APA had no positive recommendations to make at this time, since it felt that the problems would change with the new provision of the By-Laws permitting divisions to request authorization to retain unexpended balances for specific purposes and with the possible creation of a secretarial position in the Central Office to handle divisional business. The Council instructed the Executive Secretary to circularize divisions to define financial problems as they are encountered before the March meeting of the Board of Directors.

#### F. MEMBERSHIP STANDARDS

1. The Ad Hoc Committee on Relations with the Medical Profession had called attention to the recurring question of whether APA membership standards permit refusal of membership to persons of doubtful character or suspected of unethical professional behavior. In accordance with recommendations of a Council subcommittee, the Council voted:

a. That the following statement be included on the endorsement blank for APA membership: "Do you know of any evidence of scientific or professional conduct that is unethical on the part of the applicant? Yes — No —. If you answered 'Yes' and you still recommend the applicant for membership, give full particulars in an accompanying letter."

b. That the following statement be included on the application blanks for APA membership: "In making this application for membership, I subscribe to and will support the objects of the Association, 'to advance psychology as a science, as a profession, and as a means of promoting human welfare.' (Signature of applicant \_\_\_\_\_)"

c. That these statements be included on the application blanks and endorsement blanks for both Associates and Fellows.

d. That if it should prove necessary to amend the By-Laws to take the foregoing action, the matter be referred to the Policy and Planning Board before action is taken.

2. The Council voted to request the Board of Directors to appoint a committee to consider the matter of more uniform and adequate preliminary investigation of Fellowship candidates and to bring recommendations on this matter to the Council.

3. The Division of General Psychology recom-



mended return to the original practice and policy of automatically assigning to the Division of General Psychology all Associates (and Fellows) of the APA who are not members of any other division and who have not expressed within a year a preference for another division (or a preference not to affiliate with the Division of General Psychology). The Council voted to refer this proposal to the Policy and Planning Board.

4. The Council, upon recommendation of the Committee on Scientific and Professional Ethics and the Board of Directors, voted to drop a member of the Association (if such action is legally proper), since he previously had been placed on probation by the Committee and since there has been new evidence of unethical behavior on his part.

#### G. FUTURE APA MEETINGS

1. The 1953 meeting will be at Michigan State College. The Council instructed the Executive Secretary to canvass the membership as to its preferences relating to timing of the 1953 meeting before action is taken by the Board of Directors.

2. The Council voted that the 1954 meeting will be held in New York City and that the International Congress of Psychology and the Canadian Psychological Association will be invited to meet with the APA if the McCarran Act is modified in such a way as to avoid embarrassment to APA guests.

3. The Society for the Psychological Study of Social Issues had proposed that the APA Board and Council pass a resolution calling for the repeal of those provisions of the McCarran Act which prevent free exchange among scientists and to give it publicity. The Council voted that the receipt of this proposal be acknowledged. The Executive Secretary was instructed to ascertain the facts of the McCarran Act insofar as it is restricting travel of scientists and to discuss the matter with other scientific organizations which have similar problems with a view to planning appropriate action.

#### H. AFFILIATIONS

1. It was voted to approve affiliation with the APA of the Arizona State Psychological Association, the Arkansas Psychological Association, the Florida Psychological Association, the Maine Psychological Association, and the Vermont Psychological Association.

2. Requests for affiliation from the Alabama Psychological Association and the West Virginia Psychological Association will be referred to the Conference of State Psychological Associations for recommendation for action to be taken at the 1952 annual meeting of the Council.

#### I. MISCELLANEOUS

1. The annual report of the Policy and Planning Board requests approval of a major project to study goals and trends of psychology. The Council voted to approve this project. The Board of Directors has approved the plan of the Policy and Planning Board to solicit funds for this project from foundations or other agencies.

2. It was reported that all the amendments to the By-Laws proposed by the Policy and Planning Board have been passed by vote of the membership. On the petition presented at the 1950 Council meeting relating to introduction of new standards of training and experience, the members approved the alternative wording of the petition recommended by the Council.

3. The United States House of Representatives has voted to appropriate \$300,000 to the National Science Foundation instead of the requested \$14,000,000. The Council voted to send the following telegram to the Chairman of the Senate Appropriations Committee urging greater financial support to the National Science Foundation:

Senator Kenneth McKellar  
Chairman, Senate Appropriations Committee  
Senate Office Building  
Washington, D. C.

The American Psychological Association views with regret the August twenty-first action of the House of Representatives (HR 5215) which appropriated only three hundred thousand dollars of the fourteen million requested by the National Science Foundation. This action destroys the intent of the establishment of the National Science Foundation when the national emergency makes mandatory that the Foundation activities be initiated immediately for the full utilization of the nation's scientific resources.

(Signed) Council of Representatives  
American Psychological Association

4. Mr. Oscar Ewing, Federal Security Administrator, has ordered destroyed all existing copies in the Government Printing Office of a book written at the invitation of and sponsored by the Bureau of Public Assistance of the Federal Security Agency

in 1945. The book in question is *Common Human Needs*, written by Charlotte Towle, professor of psychiatric social work at the University of Chicago. The Board of Directors informed the Council that it had instructed the Executive Secretary to send a letter to the American Association of Social Workers, urging that association to reproduce the book (since it is not copyrighted) if they believe it useful in training social workers and asking whether any assistance in this enterprise is needed. Copies of this letter were to be sent to Mr. Ewing and to Miss Towle.

5. The Council, upon recommendation of the Division on the Teaching of Psychology, voted that a committee should be appointed from various appropriate and interested divisions, to be prepared to suggest to the proper governmental and military agencies what should be done in the areas of evaluation, rehabilitation, training, and guidance in connection with universal military training and universal military service, and to suggest means and methods for the attainment of desirable goals in these areas.

6. It was reported that the APA had received military funds (\$400) for preliminary analysis of roster-directory data to construct a list of psychologists available on a leave basis for employment by military or other governmental agencies. The Council approved this interim action.

7. The following resolution was read at the memorial services held on Saturday, September 1, for Dr. Robert H. Seashore:

Throughout his slightly more than a quarter century as a psychologist, Robert Holmes Seashore won firm friendships. Whether as a graduate student at the State University of Iowa, a post-doctoral fellow at Stanford or a member of the faculty at Ohio State, Oregon, Southern California, or Northwestern, Robert behaved with insight and integrity. He shared his deep enthusiasms for things psychological with students and faculty alike.

His activities in the larger activities of the American Psychological Association were legion. And, as he felt that a psychologist was duty bound to aid the community in which he lived, he budgeted his time so as to take part in civic activities.

Robert was a man of whom the profession may be proud, a stimulating teacher, an excellent researcher, a constant friend, a fine citizen. The psychological world needs more Robert Seashores.

(Signed) Board of Directors  
American Psychological Association  
Robert R. Sears, President

8. The Council extended a vote of thanks to the Committee on Local Arrangements and the Central Office staff of the American Psychological Association for the efficient handling of arrangements and the many services that made the 59th Annual Meeting successful.

9. The Council voted at the close of the meeting to adopt the revised By-Laws.

#### J. ELECTIONS

1. It was reported that Laurance F. Shaffer had been elected President-elect.

2. It was reported that the Council had elected by mail ballot Arthur W. Melton and O. Hobart Mowrer as members of the Board of Directors for the term 1951-1954.

3. It was reported that the following Regional Representatives had been elected by the membership for the period 1951-1954. (Under the revised By-Laws, however, the APA Council does not have Regional Representatives. Therefore, those elected did not assume office.)

William A. Hunt (Region III)  
A. Q. Sartain (Region VI)  
Robert B. Malmo (Region IX)

4. The Council voted that the following persons be nominated for membership on the Board of Trustees of the American Board of Examiners in Professional Psychology and that these nominations stand for the year 1951-1952:

Gordon V. Anderson	Boyd McCandless
Edward S. Bordin	Jay L. Otis
Paul S. Burnham	Helen Peak
Leonard W. Ferguson	Carleton F. Scofield
Frank M. Fletcher, Jr.	Robert B. Selover
Stephen Habbe	Harold C. Taylor
Melvin S. Hattwick	Edward C. Tolman
Ernest R. Hilgard	Ruth S. Tolman
Francis W. Irwin	Austin B. Wood
Raymond A. Katzell	C. Gilbert Wrenn

5. The Council elected the following persons to serve on the Policy and Planning Board for 1951-1954: Frank A. Beach, John W. Gardner, and Quinn McNemar. The Council elected Paul Horst to replace Stuart W. Cook, who has resigned from the Policy and Planning Board. (The Council considered, but failed to pass, a motion providing that, in filling unexpected posts on committees or boards for which there has been a slate of nominees, the person next in order beyond the number originally needed would be considered elected.)

6. The Council elected Fillmore H. Sanford as editor of the *American Psychologist* for a period coterminous with his appointment as Executive Secretary.

7. The Council, upon recommendation of the Publications Board, reelected C. M. Louttit as editor of *Psychological Abstracts* for a term of five years to end December 31, 1957; extended the terms of Arthur W. Melton as editor of the *Journal of Experimental Psychology* and of Harry F. Harlow as editor of the *Journal of Comparative and Physiological Psychology* to full six-year terms ending December 31, 1956.

8. The Council elected Wayne Dennis as editor of the *Psychological Bulletin* for a six-year term ending December 31, 1958, and reelected Herbert S. Conrad as editor of *Psychological Monographs* for a five-year term ending December 31, 1957, and Laurance F. Shaffer as editor of the *Journal of Consulting Psychology* for a six-year term ending December 31, 1958.

9. The Council had taken mail action to fill some of the vacancies on the new Education and Training Board and its committees. At the annual meeting it voted, upon recommendation of the Board, to alter some of the board and committee assignments previously voted upon and to add other nominees to widen representativeness. A slate of nominees was approved, with the provision that the Board of Directors might make additions or changes staying within two persons (either increase or decrease) of the present size of each committee. The members of the Education and Training Board are: Claude E. Buxton, Karl F. Heiser, E. Lowell Kelly, Lyle H. Lanier, Donald B. Lindsley, David C. McClelland, Bruce V. Moore, Clifford T. Morgan, Ruth S. Tolman, and Stuart W. Cook, Chairman. The membership of the five committees of the Board is given on page 574.

10. The following persons, selected by the Board of Directors from a list of eighty-four names submitted by the Division of General Psychology and the Division on the Teaching of Psychology, were approved by the Council as a panel of names to be submitted to the United States Armed Forces Institute as possible consultants on the selection of text material in introductory psychology:

Anne Anastasi	Charles N. Cofer
Roger Barker	Lee J. Cronbach
Frank A. Beach	Wayne Dennis
Claude E. Buxton	Carl P. Duncan

Frank A. Geldard
John W. Gustad
E. R. Guthrie
Edna Heidebreder
Ernest R. Hilgard
William A. Hunt
Francis W. Irwin
Robert B. MacLeod
Wilbert J. McKeachie

F. A. Mote, Jr.
Norman L. Munn
Edwin B. Newman
Sidney L. Pressey
Floyd L. Ruch
Harold Schlosberg
Delos D. Wickens
Dael Wolfe

11. The following slate of ten persons, selected by the Board with the assistance of the Division of Educational Psychology, was approved by the Council for presentation to Mr. H. E. Buchholz with the suggestion that he select from it the requested panel of advisory editors for the *Journal of Educational Psychology*: William A. Brownell, Stephen S. Corey, Nathaniel L. Gage, Chester W. Harris, T. Ernest Newland, Sidney L. Pressey, H. H. Remmers, J. B. Stroud, Percival M. Symonds, and William Clark Trow.

12. The Council was informed that Thelma Hunt, Harry J. Older, Fillmore H. Sanford, and Robert R. Sears had been appointed members of the House Committee; that Leonard W. Ferguson had been appointed to the Committee on Ethical Standards for Psychology; that Arthur W. Combs, Howard E. Mitchell, and Albert S. Thompson had been appointed to the Committee on Relations with the Social Work Profession; and that Robert C. Challman had been appointed to the Committee on Test Standards.

13. It was reported that the Council had elected by mail ballot the following persons as new members of APA boards and committees:

#### Publications Board

APA editor	Herbert S. Conrad (1951-1954)
Non-editors	G. Frederic Kuder (1951-1952)
	Lee J. Cronbach (1951-1953)
	Paul R. Farnsworth (1951-1954)
	Edward J. Shoben, Jr. (1951-1954)
	Douglas McGregor (1951-1954)
	Charles N. Cofer (1951-1954)

#### Finance Committee

#### Convention Program Committee

Committee on Scientific and Professional Ethics and Conduct	Ruth S. Tolman (1951-1956)
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Committee on Student Activities	Calvin S. Hall (1951-1954)
	Robert H. Knapp (1951-1954)

Committee on Public Relations	John W. Macmillan (1951-1954)
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Membership Committee	John W. Macmillan (1951-1953)
	Charles N. Cofer (1951-1954)



Committee on Precautions in Animal Experimentation	William O. Jenkins
Committee on Relations with the Social Work Profession	Fritz Redl Pauline S. Sears
Committee on Relations with Speech Pathologists	Chester C. Bennett Wendell Johnson Helen Shick Lane Jack Matthews Max Steer Charles R. Strother

14. The following persons were elected by the Council as members of APA committees:

Committee on the Relation of Psychology to Psychiatry	Joseph M. Bobbitt John G. Darley Robert E. Harris William A. Hunt Carl R. Rogers David Shakow
Committee on International Relations in Psychology	Walter S. Hunter Robert B. MacLeod Walter R. Miles Robert M. Yerkes
Committee on Questionnaires	Ray C. Hackman
Committee on Academic Freedom and Conditions of Employment	James Q. Holsopple Marion A. Bills Clarence H. Graham Ernest R. Hilgard Francis W. Irwin H. H. Remmers

15. It was reported that the following persons, recommended by the Board of Directors, had been approved by the Council on mail ballot as members of APA boards and committees:

Publications Board	
APA editors	Laurance F. Shaffer (1951-1952) Harry F. Harlow (1951-1953)
Non-editors	Edwin B. Newman (1951-1952) Willard C. Olson (1951-1953)
Finance Committee	Steuart Henderson Britt Willard C. Olson Harold C. Taylor
Committee on Student Activities	Lloyd G. Humphreys (1951-1952) Robert L. Thorndike (1951-1952) Stanford C. Ericksen (1951-1953) George A. Muench (1951-1953)
Membership Committee	Robert L. Thorndike (1951-1952)

16. The following persons, recommended by the Board of Directors, were approved by the Council as members of APA committees:

Committee on Audio-Visual Aids	Edward H. Kemp Wilbert J. McKeachie Wendell F. Wood
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Committee on Royal-ties Contributed to the APA	Steuart Henderson Britt Carroll L. Shartle
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17. It was reported that the Council had elected by mail ballot the following persons to serve as APA representatives to other organizations:

American Association for the Advancement of Science	Rensis Likert (1951-1953)
National Research Council	Anne Anastasi (1952-1955) Edna Heidebreder (1952-1955) David C. McClelland (1952-1955)
Social Science Research Council	Douglas McGregor (1952-1954)

18. It was reported that the following persons, recommended by the Board of Directors, had been approved by the Council on mail ballot as APA representatives to other organizations for 1951-1952: American Documentation Institute, Herbert S. Conrad; Inter-Society Color Council, Harry Helson, Louise L. Sloan and Neil R. Bartlett as voting delegates, Sidney M. Newhall, H. R. Blackwell, Alphonse Chapanis, Robert W. Burnham, Jozef Cohen, and Michael J. Zigler; American Standards Association, Sectional Committee on Optics, Sidney M. Newhall (Representative), William Berry (Alternate); Committee on Mathematical Training of Social Scientists, Clyde H. Coombs, Allen L. Edwards; War Claims Commission's Special Advisory Committee, John W. Stafford; Groupement International pour la Coordination de la Psychiatrie et des Methodes Psychologiques, James Q. Holsopple; National Society for Crippled Children and Adults, Salvatore G. DiMichael; National Council for Mobilization of Education, Charles N. Cofer, Fillmore H. Sanford.

19. The Council elected Gertrude P. Driscoll to serve as APA representative to the World Federation for Mental Health for the year 1951-1952.

20. It was reported that the Council had elected by mail ballot the following persons to serve as chairmen of the committees specified for the year 1951-1952:

Convention Program Committee	Howard F. Hunt
Committee on Scientific and Professional Ethics and Conduct	Gilbert J. Rich
Committee on Student Activities	Lloyd G. Humphreys

Committee on Public Relations	Donald T. Campbell
Publications Board	Edwin B. Newman
Membership Committee	Robert L. Thorndike
Committee on Precautions in Animal Experimentation	Judson S. Brown
Committee on International Relations in Psychology	Herbert S. Langfeld
Committee on Ethical Standards in Psychology	Nicholas Hobbs
Committee on Relations with the Social Work Profession	Malcolm G. Preston
Committee on History of Psychology in Autobiography	Herbert S. Langfeld
Committee on Test Standards	Lee J. Cronbach
Committee on Relations with Speech Pathologists	George A. Kelly
Delegates to Inter-Society Color Council	Harry Helson

21. The Council elected the following persons to serve as chairmen of the committees specified for the year 1951-1952:

Committee on Audio-Visual Aids	James J. Gibson
Committee on Questionnaires	Willis C. Schaefer

22. The President announced that the persons named in the accompanying list had served during the past year as representatives of the Association to the special functions indicated:

DELEGATE	FUNCTION	DATE
Robert G. Bernreuter	Inauguration of the President of Pennsylvania State College	Oct. 5, 1950
G. Frederic Kuder	Inauguration of the President of University of North Carolina	Oct. 8-10, 1950
Keturah E. Whitehurst	Inauguration of the President of St. Paul's Polytechnic Institute	Oct. 12, 1950
Walter N. Ridley	Inauguration of the President of Virginia State College	Oct. 14, 1950
Theodore H. Cutler	Inauguration of the President of Colorado Woman's College	Oct. 14, 1950
Edith A. Davis	Inauguration of the President of College of Idaho	Oct. 14, 1950
M. Wilford Poulson	Diamond Jubilee in Commemoration of Founding of Brigham Young University	Oct. 16-17, 1950
John C. Flanagan	Inauguration of the President of Carnegie Institute of Technology	Oct. 27-28, 1950
Arden Frandsen	Inauguration of the President of Utah State Agricultural College	Nov. 3, 1950
Seth Arsenian	Inauguration of the President of American International College	Nov. 8-9, 1950
Karl M. Dallenbach	Inauguration of the President of Southwestern University	Nov. 13-14, 1950
Roy K. Heintz	Centennial Celebration of Miner Teachers College	Mar. 10, 1951
Milton A. Saffir	Conference of Council of Guidance and Personnel Associations	Mar. 26-29, 1951
Mildred E. Gebhard	Annual Meeting of the American Academy of Political and Social Science	Apr. 6-7, 1951
W. C. H. Prentice		

## K. MEMBERSHIP CHANGES

1. It was announced that the deaths of the following members had been reported since the 1950 meeting:

## LIFE MEMBERS

Thomas H. Haines	March 2, 1951
R. H. Stetson	December 4, 1950

## FELLOWS

Hulsey Cason	April 30, 1951
Clarence H. Growdon	May 12, 1950
Charles I. Mosier	January 16, 1951
Miriam C. Pritchard	December 9, 1950
Jerome G. Sacks	July 21, 1951
Vernon P. Scheidt	January 18, 1951
Robert H. Seashore	August 27, 1951
Edwin A. Shaw	January, 1951
Stevenson Smith	November 26, 1950
Ellen B. Sullivan	June 25, 1951
A. H. Sutherland	May 18, 1951
Alexander D. Tandler	April 14, 1951

## ASSOCIATES

Everett G. Brundage	May 11, 1951
John M. Campbell	May 24, 1951
O. R. Chambers	February 21, 1951
Kenneth S. Davenport	March 10, 1951
John W. Hancock	May 5, 1951
William M. Jobe	January 31, 1951
Victor J. MacNeillage	January 21, 1951
Charles H. McClure	November 11, 1950
Janet D. Perlman	November 16, 1950
Clara C. Polley	May, 1951
Ira D. Scott	January 15, 1951
Georgia A. Shattuck	July 17, 1950
Caroline McCann Tryon	June, 1951
Ralph F. Wagner	October 29, 1950
Maxine T. Wolfenstein	November 19, 1950
George K. Zipf	September 25, 1950

DELEGATE	FUNCTION	DATE
Gilbert J. Rich	Inauguration of the President of Hollins College	Apr. 15-16, 1951
Fillmore H. Sanford	National Conference on U. S. Foreign Policy, Department of State	May 2-4, 1951
George W. Albee	Annual Meeting of the American Council on Education	May 5, 1951
Gordon L. Macdonald	Inauguration of the President of University of Toledo	May 9, 1951
Hermon W. Martin	Inauguration of the President of University of Georgia	May 9, 1951
Fillmore H. Sanford	Sixth National Conference on Citizenship	May 16-20, 1951
Curtis E. Tuthill		
Carl N. Rexroad	Inauguration of the President of Central College	June 2, 1951
Stanley G. Estes	Inauguration of the President of Boston University	June 3, 1951
Bertha M. Luckey	One Hundred Twenty-fifth Anniversary of Western Reserve University	June 11, 1951
W. S. Bloom	Inauguration of the President of University of Nevada	June 11, 1951
Maud A. Merrill	Conference of National Commission on Teacher Education and Professional Standards	June 27-30, 1951

2. It was announced that the following persons had been granted status as Life Members since the 1950 meeting:

William H. Batson	C. R. Pendleton
A. A. Cleveland	Albert T. Poffenberger
Charles A. Dickinson	Thomas F. Vance
Austin S. Edwards	Frederic L. Wells
David I. Macht	Jesse H. White
David Mitchell	Herbert Woodrow

3. It was announced that the following persons had resigned since the 1950 meeting:

## FELLOWS

Siegen K. Chou  
Helen P. Davidson  
Grace E. Munson

## ASSOCIATES

M. Howard Abrams	Lucille Guttman
Alpheus B. Allerton	Margaret Todd Hatch
Robert J. Beitel, Jr.	Milo W. Henke
Joanna Bodal	Hazel P. Howland
Julius Boonshaft	En Hsi Hsu
Herbert J. Booth	Ruth R. Hunter
George K. Borkow	William A. Hunter
Beatrice W. Brumer	A. H. Johnson
Hilda V. Burr	Olaf Johnson
Betty Jane Carrier	Hilda Agnes Johnson
Violet E. Clark	Stephen L. Joy
Alfred S. Clayton	Ruth M. Joyce
Charles S. Clucas	Miriam Rothenberg Keesan
Milton Cohler	Truda G. LaGrone
R. K. Compton	Edna Lamson
Charles H. DeGroat	Louise Landy
Lambert DeNooyer	Joseph S. Lerner
John L. Droste	Arthur R. Mangus
Mary Horan Dull	A. Leila Martin
T. J. Farr	Norman Mayer
Richard W. Faubion	James A. McCain
Barbara M. Fontneau	Diana B. Miller
Marian M. Geohegan	Damodar Misra
Dorothy Ayers Granneberg	Phyllis A. Morris
Rochelle Esther Green	Gertrude C. Morrow

Joan S. Mueller	Daniel E. Safier
C. Maxwell Myers	Barbara Sanborn
Robert L. Neville	David G. Schmidt
Leonard Newman	John C. Scott
Eduard Nicolaysen	Stanley H. Seeman
Norris G. Nordahl	Leonard Seliger
Irmgard R. Norden	Mary M. Simpson
Doris R. Olch	Marian R. Solomon
Dortha W. Osborn	Edward J. Stainbrook
Barbara E. Patten	Eben M. Stubblefield
Henry S. Pessar	Lillian E. Troll
Beatrice C. Pruski	Gerald W. Vaughan
Zelta Burrows Reynolds	R. B. Von Kleinsmid
Jean Louise Risser	Marjorie Wade
Charlotte Rice Roden	Ernest L. Welborn
Jurgen. Ruesch	Linda E. Rehm Young

4. It was announced that the following members had been reinstated since the 1950 meeting:

Viola Caprez Ames  
Rachel S. Ball  
Charles R. Langmuir  
Marie Hackl Means

5. It was announced that 1,370 persons were elected Associates of the APA as of January 1, 1951, as reported in the *American Psychologist*, 1951, 6, 35-40 and 141.

6. It was announced that the following persons elected as Associates on January 1, 1951, did not confirm their election by payment of their first year's dues:

Jack L. Bangs	Peter L. Rabe
John P. McKee	Patricia Anne Solberg

29. The Council, upon recommendation of the appropriate division and nomination by the Board of Directors, elected the Fellows named below. Those persons whose names are marked with an asterisk were already Fellows, but upon recommendation of the divisions have been given the new titles that follow their names. Those whose



names are not marked with an asterisk were formerly Associates.

Isaac M. Altaraz	Fellow in Consulting Psychology	Rita Turchioe Forte	Fellow in Clinical Psychology
*Solomon E. Asch	Fellow in Personality and Social Psychology	Wendell R. Garner	Fellow in Experimental Psychology
Alfred L. Baldwin	Fellow in Personality and Social Psychology	Frederick J. Gaudet	Fellow in Consulting Psychology
*Josephine Ball	Fellow in Clinical Psychology	Albin R. Gilbert	Fellow in Personality and Social Psychology
*A. G. Bayroff	Fellow in Industrial and Business Psychology	*Adam R. Gilliland	Fellow in the Division on Maturity and Old Age
Harry A. Becker	Fellow in Educational Psychology	*Edward M. Glaser	Fellow in Evaluation and Measurement
*Walter V. Bingham	Fellow in Industrial and Business Psychology	Samuel Goldberg	Fellow in Clinical Psychology
*Ruth Bishop	Fellow in the Division of Psychologists in Public Service	Donald R. Gorham	Fellow in Clinical Psychology
Wainwright D. Blake	Fellow in the Division on Maturity and Old Age	*J. P. Guilford	Fellow in Esthetics
*Gilbert Brighthouse	Fellow in Esthetics	Alice Gustav	Fellow in Counseling and Guidance
Paul J. Brouwer	Fellow in Industrial and Business Psychology	*Thomas W. Harrell	Fellow in Personality and Social Psychology
*Ralph R. Brown	Fellow in Industrial and Business Psychology	A. Arthur Hartman	Fellow in Clinical Psychology
*Paul S. Burnham	Fellow in Educational Psychology	*Karl F. Heiser	Fellow in Consulting Psychology
*Hilding B. Carlson	Fellow in Evaluation and Measurement	*Ralph Thompson Hinton, Jr.	Fellow in Consulting Psychology
Wendell R. Carlson	Fellow in Clinical Psychology	Jules D. Holzberg	Fellow in Clinical Psychology
*Evelyn M. Carrington	Fellow in the Division on Maturity and Old Age	Reuben S. Horlick	Fellow in Clinical Psychology
*Raymond Bernard Cattell	Fellow in Personality and Social Psychology	John E. Horrocks	Fellow in Educational Psychology
Kenneth E. Clark	Fellow in Evaluation and Measurement	*Elizabeth B. Hurlock	Fellow in the Division on Maturity and Old Age
*Albert C. Cornsweet	Fellow in Consulting Psychology	*Paul E. Johnson	Fellow in the Society for the Psychological Study of Social Issues
Herdis L. Deabler	Fellow in Clinical Psychology	*Clifford E. Jurgensen	Fellow in Evaluation and Measurement
Max Deutscher	Fellow in Clinical Psychology	Goldie Ruth Kaback	Fellow in Clinical Psychology
*Roy Melvin Dorcus	Fellow in Consulting Psychology	*Noble H. Kelley	Fellow in Consulting Psychology
*Raleigh M. Drake	Fellow in the Society for the Psychological Study of Social Issues	*Isabelle V. Kendig	Fellow in Counseling and Guidance
*Gertrude P. Driscoll	Fellow in Clinical Psychology	*Howard H. Kendler	Fellow in Consulting Psychology
*Philip H. DuBois	Fellow in Consulting Psychology	*Willard A. Kerr	Fellow in Personality and Social Psychology
William K. Estes	Fellow in Experimental Psychology	*George S. Klein	Fellow in Personality and Social Psychology
*Paul J. Fay	Fellow in the Division of Psychologists in Public Service	Charles Anthony Knehr	Fellow in Experimental Psychology
		David Kopel	Fellow in Clinical Psychology
			Fellow in Consulting Psychology
			Fellow in the Division on Maturity and Old Age

\* Already an APA Fellow.

*William C. Krathwohl	Fellow in Counseling and Guidance	Joseph J. Ray	Fellow in Industrial and Business Psychology
Maurice H. Krout	Fellow in Personality and Social Psychology	*Wilbert S. Ray	Fellow in the Society for the Psychological Study of Social Issues
*G. Frederic Kuder	Fellow in Clinical Psychology	*H. H. Remmers	Fellow in Personality and Social Psychology
*Bernard Locke	Fellow in Industrial and Business Psychology	LaVange H. Richardson	Fellow in Counseling and Guidance
*Kenneth Loemker	Fellow in Consulting Psychology	Gordon Lee Riley	Fellow in Clinical Psychology
Leo Lowenthal	Fellow in the Division on Maturity and Old Age	Henry D. Rinsland	Fellow in Educational Psychology
*John W. Macmillan	Fellow in the Society for the Psychological Study of Social Issues	S. Oliver Roberts	Fellow in the Division on Childhood and Adolescence
Iver N. Madsen	Fellow in Industrial and Business Psychology	*James T. Russell	Fellow in Industrial and Business Psychology
*Norman R. F. Maier	Fellow in Evaluation and Measurement	Hartwell E. Scarbrough	Fellow in Clinical Psychology
*Stanley S. Marzolf	Fellow in Industrial and Business Psychology	*Emanuel K. Schwartz	Fellow in Personality and Social Psychology
Eugene T. McDonald	Fellow in the Division of School Psychologists	*Richard Sears	Fellow in the Society for the Psychological Study of Social Issues
*George Meyer	Fellow in the Division of School Psychologists	*Robert B. Selover	Fellow in Clinical Psychology
*Charles E. Meyers	Fellow in Consulting Psychology	*Laurance F. Shaffer	Fellow in Industrial and Business Psychology
*Charles M. Morris	Fellow in Educational Psychology	*Eugene Louis Shepard	Fellow in Consulting Psychology
*Aaron B. Nadel	Fellow in Consulting Psychology	Eugenia C. Shereshevski-Shere	Fellow in Educational Psychology
Gwynne Nettler	Fellow in Military Psychology	Phil Sheridan Shurrager	Fellow in Clinical Psychology
C. Esco Obermann	Fellow in Personality and Social Psychology	*Henry L. Sisk	Fellow in Experimental Psychology
*Leon A. Pennington	Fellow in Counseling and Guidance	*B. F. Skinner	Fellow in Industrial and Business Psychology
Harold B. Pepinsky	Fellow in Consulting Psychology	*Harry L. Stein	Fellow in Esthetics
*Henry Nelson Peters	Fellow in Counseling and Guidance	*Edward I. Strongin	Fellow in Counseling and Guidance
Luigi Petrullo	Fellow in Consulting Psychology	Ross J. Thalheimer	Fellow in Clinical Psychology
Leslie Phillips	Fellow in Industrial and Business Psychology	Loh Seng Tsai	Fellow in Clinical Psychology
Paul Churchill Polmantier	Fellow in Clinical Psychology	Sister Mary Amatora	Fellow in Experimental Psychology
*Rutherford B. Porter	Fellow in Evaluation and Measurement	Tschechtelin	Fellow in the Division on Childhood and Adolescence
Adam Poruben, Jr.	Fellow in the Society for the Psychological Study of Social Issues	*Dorothy Van Alstyne	Fellow in Personality and Social Psychology
Pandhari-Nath Prabhu	Fellow in the Society for the Psychological Study of Social Issues	*Robert Y. Walker	Fellow in Educational Psychology
E. Terry Prothro	Fellow in Personality and Social Psychology	Seymour Wapner	Fellow in Clinical Psychology
*Glenn V. Ramsey	Fellow in Counseling and Guidance		Fellow in Industrial and Business Psychology
Evelyn Raskin	Fellow in Evaluation and Measurement		Fellow in Experimental Psychology

*Goodwin Watson	Fellow in Personality and Social Psychology
*Alexander G. Wesman	Fellow in Counseling and Guidance
M. Erik Wright	Fellow in Clinical Psychology
*Frederick Wyatt	Fellow in the Society for the Psychological Study of Social Issues

30. The Council approved, upon recommendation of the Board of Directors, that action on one recommendation for Fellowship status be deferred pending submission of further evidence. If the evidence is satisfactory to a subcommittee of the Board of Directors, his nomination will be considered approved.

#### REPORT OF THE RECORDING SECRETARY

##### *To the Council of Representatives:*

The Board of Directors met March 2, 3, and 4, and May 22, 1951. Both meetings were held at the Hotel Statler in New York City. The following members were present at both meetings: Robert R. Sears, J. McV. Hunt, Carroll L. Shartle, Carl I. Hovland, E. Lowell Kelly, Rensis Likert, Jean W. Macfarlane, Robert L. Thorndike, Ruth S. Tolman, and Dorothy C. Adkins. Fillmore H. Sanford represented the Central Office at both meetings.

The following report describes actions taken since the 1950 meetings.

##### A. REPORT OF THE TREASURER FOR 1950

At the March meeting, the Treasurer presented the audited financial report, which the Board voted to accept.

##### B. MEMBERSHIP

1. *Procedures and principles for electing associates.* The Board at its March meeting considered a statement of the principles followed by the subcommittee of the Board in examining applicants for Associate membership, and some additional principles suggested by the Central Office staff. The Board moved the adoption and publication of these principles:

(a) Private practice in counseling or psychotherapy which is unsupervised by either a qualified psychologist or psychiatrist is not experience to be counted under the Requirement Alternative 3 (one year of graduate study in psychology plus one year of professional employment in psychology).

(b) Experience received previous to graduate training is not acceptable, but experience obtained concurrently with graduate work is acceptable under Alternative 3.

(c) When a person has one year of training in a department of psychology from which he received an MA, that year will answer the requirement of a year of graduate training. On the other hand, when a person has taken training in a related field or in several departments over the course of several years, 30 hours defines a year of graduate training.

(d) When an applicant is a graduate student in a department of psychology, is continuing his training, and is endorsed by his teachers, two years of graduate training is sufficient psychology to elect.

(e) In considering applications under Alternative 2 (2 years of graduate study in psychology), emphasis should be placed on work *with psychology as a major*.

(f) When APA members endorse an applicant under Alternative 4, they should write full statements about the applicant and give reasons for his acceptance.

(g) There must be a total of two calendar years of psychological study, or study and work, beyond the baccalaureate degree.

2. *Ethical standards for membership.* The Board voted to refer to the Policy and Planning Board the question of how to write membership requirements to include a statement of ethical standards and to give the APA legal protection if it rejects applicants on ethical grounds.

3. *Publication of names of endorsers.* The Board voted to send to the Council with the names of applicants for Associate the names of their endorsers, in order to give Council members an opportunity to object or raise questions. The Board voted to change from September 15 to August 1 the deadline for receipt of applications. It is thus expected that the Board will have some information from the Council by the time it acts on applications.

4. *Requirements for election of fellows.* It has been proposed that distinguished persons be elected directly as Fellows. The Board at its March meeting voted to ask the Policy and Planning Board to consider this proposal, if it has not already done so, when it next considers the By-Laws.



The Secretary of Division 12 reported that that Division had recommended for Fellow status persons who have not met the requirement of five years of post-doctoral experience. All were above the age of 35, had had long experience in psychology, and had taken a PhD after their experience. The Board rejected six of seven such candidates. The Board at its March meeting voted to bring this problem to the attention of the Policy and Planning Board as requiring changes in the By-Laws. Prior to action by the Policy and Planning Board, the Board voted in favor of the principle of not penalizing persons with recent PhD's if they would be acceptable as Fellows under the "exceptional case" provision of the By-Laws.

5. *Honorary membership for distinguished foreigners.* It has been proposed that the APA give honorary membership to distinguished foreigners. The Board at its March meeting voted to request the Policy and Planning Board to consider this possibility, if it has not already done so, when it next considers the By-Laws.

6. *Action on membership applications.* At its March meeting the Board elected several persons to Associate status in accordance with recommendations of a Board subcommittee. The Board reinstated the membership of one member. It deferred action in one case until the applicant has completed his training. Action on a second case was tabled at the May meeting because the Board was unable to reach a decision on it.

#### C. PUBLICATION MATTERS

1. *Financial aspects of APA journals.* At its March meeting the Board considered a summary report on the finances of APA journals which revealed that nearly 80 per cent of dues are returned to the members in the form of publications. It was noted that journal prices may need to be increased soon because publication costs have steadily risen without sufficient rise in circulation to keep unit costs low.

The possibility of increasing subscription prices of APA journals again was briefly considered at the Board's May meeting. It was agreed that the Executive Secretary would refer questions related to this problem to the Finance Committee. It was noted that raising subscription prices to non-member subscribers may run counter to postal regulations unless subscription prices to members are also raised.

2. *Journal rates to students.* The Board at its March meeting approved continuation of the current \$7.50 rate for Students.

3. *"Enforced" subscription to Psychological Bulletin.* At its March meeting the Board considered at length the question of providing the *American Psychologist*, *Psychological Abstracts*, and the *Psychological Bulletin* to all members, as is the current practice. A few members have expressed themselves in favor of free choice of journals to members. The provision of the first two journals to all members is covered in the By-Laws. It was decided that the Executive Secretary would check as to whether or not the Policy and Planning Board had considered also including the *Psychological Bulletin* among the journals to be distributed to all members when it acted on changes in the By-Laws. The greater expense of free choice of journals to the APA was noted. The Board agreed that the Executive Secretary should comment on this problem in the *American Psychologist*, and referred its discussion of the problem to the Policy and Planning Board for consideration when the By-Laws are next reviewed.

4. *Publication space for material on teaching aids.* It has been suggested that space in APA publications be assigned to papers and information relating to methods of teaching, new films, and other teaching aids. The Board referred this question to the Committee on Publications.

5. *Editor of the American Psychologist.* At its May meeting the Board nominated Fillmore H. Sanford as editor of the *American Psychologist*. The Board voted to recommend to the Council that Dr. Sanford's term as editor be coterminous with his term as Executive Secretary.

6. *A psychological journal for South America.* Dr. Horacio Rimoldi, who is establishing a new Department of Psychology at the Universidad de la Republica, Montevideo, Uruguay, has proposed to reprint in a Spanish journal, for use in Central and South America, articles appearing in APA publications. The Board at its March meeting voted to refer this matter to the Committee on Publications with the idea that the APA will agree to make articles available for reprinting if the Committee on Publications sees no objection and with the provision that the question will be reviewed from time to time to insure that quality is maintained in such a journal.

7. *Agreement with the owner of the Journal of Educational Psychology.* At the March Board meeting, the Executive Secretary reported that Mr. Buchholz of Warwick and York had not approved a draft of an agreement concerning disposal of the *Journal of Educational Psychology* that had been prepared by the APA. Mr. Buchholz submitted a new draft of an agreement which the Board considered. The Board voted that if in the opinion of the APA's legal counsel the proposal made by Warwick and York regarding the *Journal of Educational Psychology* presents no legal difficulties, the APA accept it and that a resolution of acceptance be sent to Warwick and York by the Executive Secretary. At the May Board meeting, the Executive Secretary reported that the proposal had been checked with the APA's lawyer, who felt that the agreement was sound. The agreement binds the APA to purchase the journal, in case of Mr. Buchholz's retirement or death, or to approve any other purchaser.

8. *APA Directory.* At the March meeting the Board voted to include Foreign Affiliates in the 1952 Directory, but not non-member psychologists.

9. *Publication on "Careers in Psychology."* At the March meeting the Board voted to encourage Drs. Dael and Helen Wolfe to proceed with the preparation of a manuscript on "Careers in Psychology." The Board agreed that the Executive Secretary and the Treasurer should work out with the Wolfes detailed plans for publishing the manuscript.

#### D. CENTRAL OFFICE

1. *Appointment of the Executive Secretary.* At its March meeting the Board reappointed Dr. Fillmore H. Sanford as Executive Secretary for a two-year term beginning September 1, 1951.

2. *Central Office personnel.* The Board at its March meeting authorized the Executive Secretary to appoint two full-time professional employees to fill anticipated vacancies. At its May meeting, the Board approved the appointment of Dr. George W. Albee as Assistant Executive Secretary and Dr. Lorraine Bouthilet as managing editor of the *American Psychologist*.

3. *Joint appointment with NRC.* At the March meeting the Executive Secretary reported on the possibility that a half-time position for a psychologist would be established in the Division of Anthropology and Psychology of the National Re-

search Council. The Board approved in principle the APA's making of a joint appointment with the NRC.

4. *Central Office staff person for the state associations.* The Executive Committee of the Conference of State Psychological Associations has recommended that the Board establish a half-time billet in the Central Office for a person to serve as Executive Secretary for the Conference. The Board at its March meeting considered but did not act formally on this proposal. The Board felt that it needed facts before deciding to have an Executive Secretary for the Conference. It requested Dr. Sanford to report in September 1952 on the detailed facts of how state societies operate, and on their potential role in the development of American psychology. The Board proposed that a person be added to the Central Office staff and assigned the task of preparing this report as well as that of performing necessary staff work for state associations. It voted to request the Conference that the \$1,000 previously allocated to it be devoted to this function.

5. *Central Office secretary for divisions.* At its March meeting the Board considered a recommendation from Division 12, also endorsed by Division 13, that the Central Office handle much of the routine of divisional business, which is sometimes burdensome to divisional secretaries. The Board approved the proposal in principle and instructed the Executive Secretary to implement whatever action was desired by the divisions. The Executive Secretary was requested to write to the Board before taking final action. The Executive Secretary reported at the May meeting that the divisions had been polled as to their desires with respect to a Central Office secretary to handle division business. About half of the divisions approved, half did not. It was noted that there was no possibility for immediate action, because of present space limitations, and that divisions were being asked to consider the matter further in September.

6. *Letters of thanks.* The Board at its May meeting passed a motion that letters of thanks for past services be sent from the Board of Directors to Dr. Karl Heiser and to Dr. Helen Wolfe.

7. *Report of Subcommittee Appointed to Recommend Central Office Personnel Policies.* At the March Board meeting a Board subcommittee, consisting of Dr. Adkins, Chairman, Dr. Likert, and

Dr. Shartle, reported that an arrangement had been made through the Executive Secretary to have Dr. Edward T. Raney do an administrative survey of the office of the Executive Secretary. The results of this survey became available while the Board meetings were in progress, but there had been no opportunity for the Board and the Central Office staff to consider the recommendation it contains. Accordingly, it was agreed that the Committee would be continued to consider later proposals to be made by the Executive Secretary. In the meantime, the Board took the following actions:

(a) Instructed the Executive Secretary to take immediate steps to have APA employees covered under Social Security and to look into additional retirement plans.

(b) Instructed the Executive Secretary to arrange coverage of all APA employees under Workmen's Compensation.

(c) Authorized the Executive Secretary to see that the APA gets all necessary insurance for APA properties and employees.

(d) Approved a motion to the effect that it is the sense of the Board that ordinarily commitments to professional employees shall not be made for terms longer than that of the Executive Secretary.

(e) Approved a budget of \$300 for the Committee on Central Office Affairs.

At the Board's May meeting, the chairman of the subcommittee reported on a meeting held on May 21 and submitted the following recommendations, which the Board approved:

(f) That TIAA be continued on an optional basis for any professional person who becomes an APA employee.

(g) That in the case of new APA employees the Executive Secretary is to inform the Board of the action contemplated, including information on proposed title of the position and the duties and a statement that he proposes to go ahead with the action unless he receives objections within a specified time (perhaps a week).

(h) That federal government policies on annual leave, including the 90-day limit on accumulated leave, be followed and that the desirability of sick leave be further considered.

(i) That the Executive Secretary report to the Board annually on Central Office affairs—size of staff, functions, etc.—with a view to answering the

questions of how the office is set up and how it is serving the APA's purposes.

(j) That the Board should reaffirm the principle adopted at its March meeting that the terms of professional employees should be limited to the term of the Executive Secretary.

It was also reported at the May meeting that the APA now has Workmen's Compensation coverage and on July 1 is applying for Social Security. The Executive Secretary had indicated that most of the professional employees have not been concerned about TIAA.

8. *Manual on personnel practices.* The Board voted that the Executive Secretary should prepare a manual on personnel practices to be submitted to the Board for action at a subsequent date.

9. *Continuation of Subcommittee on Central Office Affairs.* The Board voted to continue the Subcommittee on Central Office Affairs until the completion of the manual on personnel practices.

#### E. FUTURE MEETINGS

1. *Meetings for 1951, 1952, and 1953.* It was reported at the March Board meeting that the 1951 meetings would be August 31 to September 5. The Board voted to schedule the 1952 meetings also over the Labor Day weekend. It was reported to the Board that the APA has accepted the invitation of Michigan State College to meet there in 1953.

2. *Possible locations for 1954 meetings.* The Executive Secretary was instructed to prepare a statement for action by Council in September on the possibilities of New York, Montreal, and Los Angeles, with considerations affecting the decision.

#### F. BUILDING COMMITTEE

1. *Negotiations for a building.* At the March Board meeting, the Building Committee reported in detail on a property in Washington which APA might wish to consider purchasing for its headquarters. The Board moved that the matter of bargaining for this building be placed in the hands of the Building Committee, subject to the approval of APA's legal counsel, and authorized the Committee to proceed with bargaining at the lowest possible price. The Board approved an upper limit to be expended for the purchase of this building. The Board authorized the Building Committee to pay a bargaining agent a reasonable fee, preferably on a



per diem basis, for his services. It empowered the Building Committee to spend up to \$300 for its expenses. The Board instructed the Executive Secretary to consult with the Building Committee on the sum to be spent on furniture and moving, up to a maximum of \$10,000. The President directed the Executive Secretary to see what could be done about recovering the \$5,000 the APA had deposited in the AAAS Building Fund.

The Board received further reports on the question of purchase of a building for the APA between the March and May meetings. The first building considered was not available for a price at or below the upper limit the Board had approved, but the Building Committee had been instructed to negotiate for the purchase of another building at 1726 Massachusetts Avenue, N.W.

At the May Board meeting, the Executive Secretary reported that the authorized provisional offer of \$90,000 for property at 1726 Massachusetts Avenue, N.W., had been accepted, and that action by the Fire Inspector and the D. C. Board of Zoning Adjustment was scheduled for May 28 and May 29, respectively. (It was later reported by mail that there had been some delay and unforeseen difficulties with respect to these actions. The Zoning Board had refused permission for APA to occupy the property. This decision, upon advice from the APA counsel, was later appealed but the appeal was denied.)

2. *Budget for House Committee.* The Board approved a budget of \$300 for the House Committee whose function was to advise on the refurbishing and furnishing of a building that might be purchased in the future.

#### G. TRAINING IN PSYCHOLOGY

1. *Committee on Training in Clinical Psychology.* A new report was available at the March Board meeting from the Committee on Training in Clinical Psychology. Dr. Karl Heiser was present to give an oral report on the Committee's work and an interpretation of its function.

The Board approved the following procedures as recommended by the Committee:

(1) Since programs which were given a rating of "C" in the 1949-50 evaluations were reported to the Veterans Administration, the U. S. Public Health Service, and the Army as "temporarily approved" but did not appear on the list of "Ap-

proved Doctoral Training Programs in Clinical Psychology" (*American Psychologist*, November, 1950), a number of departments have raised questions about the meaning of the "C" rating. In order to eliminate this ambiguity, the Committee unanimously voted:

That the ratings this year be on a three-point scale: Approval, Class I; Approval, Class II; Disapproval, Class III; with the understanding that Class I shall include previous A and A- ratings; Class II, B and C ratings; and Class III, D ratings.

That we recommend the publication this year of the names of all departments with programs which are rated as Class I or Class II but not those which are rated Class III; and that Class I and Class II schools be published as a single alphabetized list, with schools distinguished only by (I) or (II) appearing after the name of the school.

(2) The operational distinction between A and A- (Class I) programs and B and C (Class II) programs has been that the former were approved for a period of three years and the latter for a period of one year. This distinction has meant that B and C schools had to be visited annually, and it is now apparent that while some of these schools are still rapidly improving, others are likely to stabilize at or near their present levels. Since continued annual revisiting of the latter schools does not seem likely to serve any very useful purpose, the following motions were made and passed:

That hereafter all approved (Class I and Class II) training programs will be evaluated annually but that this evaluation may be either on the basis of a visit or an interim report.

That no change in rating will be made on the basis of an interim report only and that, in the event that the change is from a higher to a lower category, it will be made only after a year's warning from the Committee.

That all approved departments be routinely visited once every five years (approximately), according to a staggered schedule to be worked out with a view to the convenience of the departments and economy of Committee time and expense; and that, under special circumstances, either a department or the Committee may initiate evaluation visits after an interval shorter than five years. Evaluation visits may be initiated at any time by a department with a disapproved or a previously unevaluated program.

That failure of a department to make interim reports or to accept visits will be taken as signifying that the department wishes to discontinue its participation in the evaluation procedure of the Association; and that it will thereafter not be regarded as an evaluated department.

(3) Some dissatisfaction was expressed with the past practice of notifying governmental agencies of ratings made by the Committee before the departments concerned are notified. It was therefore voted "that hereafter governmental agencies will not be so notified prior to notification of departments."

The Board tabled the recommendation of the Committee that the type of visiting procedure described in the report be initiated next year with 20 internship centers, pending action of a possible new committee on graduate and professional training. Similarly, the Board tabled the Committee's recommendations concerning the size and constitution of the Committee.

2. *Tentative CTCP budget.* The Board approved a tentative budget of \$14,000 for the Committee for next year (even though the proposal to make practicum visits had been tabled), the details to be worked out later.

3. *Postdoctoral training programs.* The Board voted to request the USPHS to give special consideration to the support of postdoctoral programs in psychotherapy for psychologists who are interested in research and training in this area. (The Board did not accept the Committee's recommendation to include those who are interested in research, training, and *practice* in this area.)

4. *Supplementary budget for CTCP.* At its May meeting, the Board approved a request for a supplementary budget for this Committee in the amount of \$200.

5. *Committee on Standards of Training of Psychologists.* At its March meeting, the Board accepted the report of the Committee on Standards of Training of Psychologists. It considered the recommendations made in the report relative to the desirability of clarifying the roles of various committees concerned with training. In particular, it considered the interrelations of the Committee on Training in Clinical Psychology, the Committee on Standards of Training of Psychologists, and the Committee on Intraprofessional Relationships in Psychology. There was extensive discussion of the roles of these committees and, in particular, of the desirability of performing some of the functions of the Committee on Training in Clinical Psychology in other areas of psychology.

6. *New Committee on Graduate and Professional Training in Psychology.* On the basis of the discussion reported above, the Board at its March

meeting appointed a Board subcommittee to work with the Executive Secretary on plans for a Committee on Graduate and Professional Training in Psychology, and to get a slate of names to propose for the committee members, chairman, and a staff employee, and to explore sources for financing the work of such a committee. The Committee appointed consisted of Dr. Sears (Chairman), Dr. Kelly, Dr. Hovland, and Dr. Sanford. The Board authorized a budget of \$500 for this subcommittee.

At the May Board meeting, the Executive Secretary reported that on a mail vote, the Board had voted general approval of the plan submitted by the Committee. The question of the amount to be requested of USPHS and the amount USPHS would regard as reasonable was discussed at some length. The Board approved \$15,000 as the amount to be requested of USPHS, \$10,000 as the amount to be contributed by APA.

The organization of an overall training Board was discussed, with several subcommittees as follows: Undergraduate Training; Doctoral Training; Subdoctoral Training; Practicum—Clinical; Industrial; Psychology for Other Professions.

The Executive Secretary was instructed to revise the report of the Board's Committee in the light of Board discussion and to prepare a report to submit by mail to the Council during the summer. The Executive Secretary was also instructed to transmit at once to USPHS a request for funds to support the proposed program.

It was contemplated that a staff officer at a policy level would be needed to work with the Board and the various subcommittees.

7. *Request of Division 17 for funds for its counselor training program.* It was reported at the May meeting that the Board had approved by mail vote a budget of \$500 to meet the request of Division 17 for funds to support its counselor training program. It was noted that this proposal fits in with the broader APA training program referred to under 6 above and that the Board's action this year does not imply continuation of support later. Nor should approval of this request set a precedent for APA financial support for divisional projects. The Board expressed the point of view that a report on Division 17's project should be made directly to the Board. It was suggested that the Executive Secretary incorporate the sense of the Board's discussion in a letter to Dr. C. Gilbert Wrenn.

8. *Committee of Departments Offering Doctoral*

*Training.* The Board had voted by mail on the changed name of this committee and the question of approving the By-Laws it has developed, but several Board members expressed doubts and reservations. It was noted that this group does not appear to be properly a committee; rather it is perhaps more like a division. It was felt by some of the Board that a group whose membership is determined apart from the APA cannot legally be an APA committee; it was suggested that perhaps we need a section on the administration of university training programs and that the problem of MA training should not be by-passed. The Board instructed the Executive Secretary to inform the Committee of Departments Offering Doctoral Training of the attitude of the Board that the present organization and procedures of the Committee are illegal.

9. *Coordination of questionnaires to be sent to psychologists.* The plethora of questionnaires reaching psychologists (especially department chairmen) and the duplication among them was discussed at the March Board meeting. The Board voted to appoint a committee to examine and coordinate questionnaires to be sent to psychologists, all members to be located in the same place for convenience of meeting. The Board voted to ask Dr. Willis C. Schaeffer, Dr. Dwight W. Chapman, Jr. (Chairman), and Dr. Jack Elinson to serve on this committee. The Board voted that the *American Psychologist* should announce the formation of such a committee and its recommendation that all questionnaires to be answered by psychologists be sent to this committee. The Board recommends that all psychologists feel no obligation to respond to questionnaires not cleared through this committee.

#### H. UTILIZATION OF PSYCHOLOGISTS

1. *Ad Hoc Committee on the Utilization of Psychologists.* At its March meeting, after lengthy discussion of long-term trends in psychology, the Board voted to authorize formation of an Ad Hoc Committee on the Utilization of Psychologists, with a membership of up to seven persons, not necessarily all to be appointed at once. It approved a budget of \$1,000 for a two- or three-day conference of this committee. The first assignment of the committee was to explore existing problems of supply and of demand for psychologists and decide whether or not a full-time person is needed to

facilitate the work of a long-term committee on utilization.

The Ad Hoc Committee on the Utilization of Psychologists was appointed and met during the period between the March and May Board meetings, giving special attention to the problems of supply and demand arising out of the national emergency. The Board at its May meeting discussed this committee's report. The Committee recommended several administrative actions on the part of the Central Office but was of the opinion that immediate need for APA action is not pressing. The Committee did not feel that we need now anything equivalent to an Office of Psychological Personnel or that we need an additional full-time person to handle problems arising out of the emergency. Necessary APA functions can be performed by Central Office staff. The Board accepted the Committee's report with thanks.

#### I. NEW COMMITTEE TO ADVISE THE EXECUTIVE SECRETARY ON PROBLEMS OF LEGISLATION RELATING TO LICENSING OR CERTIFYING PSYCHOLOGISTS

At its March meeting, the Board agreed that Board members should not, as Board members, write letters on such matters as state legislation, but that they are free to write as individuals.

At the May Board meeting, the status of various state licensing bills was reviewed. The question of what kind of policy the APA should have was discussed at length. It was pointed out that the Conference of State Psychological Associations has a model bill which has been circulated, and reference was made to Dr. Dael Wolfe's article in the *American Psychologist*. The Board voted that the policy will be that the APA as an organization does not initiate action for licensing, but in case action has been initiated from other sources the APA will provide appropriate support to aid in the prevention of restrictive legislation.

The Board voted that a committee be appointed to advise the Executive Secretary on problems of legislation relating to licensing or certifying psychologists, this committee to consist of Dr. Alvin Zander, Chairman, Dr. Arthur Combs, and Dr. Karl Heiser. It was agreed that the Executive Secretary might add a person in private practice. The Board approved a budget of \$500 for this committee.



## J. OTHER ACTIONS RELATING TO COMMITTEES

1. *Committee on Ethical Standards in Psychology.* Previous practice has been to publish the material prepared by the Committee on Ethical Standards in Psychology tentatively for comments and then finally in the *American Psychologist*. The Board at its March meeting approved the Committee's recommendation that its material be published tentatively in the *American Psychologist* and later collected for publication in the form of a book.

2. *Committee on Standards for Psychological Service Centers.* At its March meeting, the Board discussed the desirability of a pilot study in the development of standards for psychological service centers. Some consideration was given to asking state societies to make surveys and report their experiences. The problems of differing standards and policies were recognized, however. It was agreed to invite the Connecticut State Psychological Society to undertake a pilot study.

3. *Convention Program Committee.* It was reported at the May Board meeting that the Policy and Planning Board recommends that the Convention Program Committee or the Convention Manager survey available meeting space and tell each division how much space it can have. The Policy and Planning Board suggests that we investigate the types of programs other organizations of our size have and that perhaps state associations could give more attention to scientific papers. Under the new By-Laws, the Program Committee can handle the problem as it wants to. It was reported that the Policy and Planning Board thought possibly we should change the whole plan of the program, pushing much of it back to the state and regional levels. It was decided that all materials relating to program planning, including the Policy and Planning Board's recommendations, would be turned over to a new Program Committee to be elected this summer and to meet in September.

4. *Ad Hoc Committee on Activities of State Psychological Associations.* The Board at its March meeting accepted the report of the Ad Hoc Committee on Activities of State Psychological Associations. The report recommends that a full-time Secretary for the Conference of State Psychological Associations be appointed in the Central Office.

5. *Committee on Public Relations.* A budget of \$300 for the Committee on Public Relations was approved by the Board at its March meeting.

6. *Committee on Test Standards.* It was reported at the May meeting that the Board had approved by mail vote a budget of \$900 for the Committee on Test Standards.

7. *Committee on Royalty Funds.* It was reported at the May Board meeting that Dr. Calvin P. Stone had accepted the Chairmanship of the Committee on Royalty Funds, which was to report in August.

8. *Committee on the Relation of Psychology to Psychiatry.* The Board at its March meeting delayed action on selecting a slate for the Committee on the Relation of Psychology to Psychiatry until September. The President read a letter from Dr. Shakow proposing a conference of some people from this committee, some from ABEPP, and some from CTCP to consider the problem of the relations of the two professions. The Board approved the following persons to constitute an Ad Hoc Committee on Relations with the Medical Profession with a budget of \$1,500: E. Lowell Kelly, Chairman, David Shakow, Carlyle F. Jacobsen, Joseph M. Bobbitt, J. McV. Hunt, Dael Wolfe, Rensis Likert, Fillmore H. Sanford, and Arthur W. Combs.

9. *Committee on Relations with Speech Pathologists.* At its March meeting the Board voted to establish a committee of six, a slate of twelve to be presented to the Council in two lists, speech psychologists and non-speech psychologists.

## K. MISCELLANEOUS ACTIONS

1. *APA regulations.* The Board has received a document in two parts: (a) a digest of past Board and Council actions prepared by the Recording Secretary and the Executive Secretary in the summer of 1950 at the direction of the Board and (b) a set of proposed regulations, in large part reflecting actual practice but not the subject of actual Board or Council action, prepared in the Central Office. The Board at its March meeting voted that the digest of regulations that have been acted upon should be kept up to date and made available in mimeographed form to appropriate people. It was understood that proposed new regulations can be brought up for action as occasion arises.

2. *Proposed file on disciplinary cases in the Central Office.* Division 12 has moved that the Board consider establishing in the Central Office a file of all disciplinary actions taken by divisions and that such a file be open to any appropriate organization requesting information concerning disciplinary cases. The Board at its March meeting discussed several aspects of this proposal. The Board agreed informally to discuss the question with the APA's legal counsel and with representatives of the Ethics Committee and to prepare a written report for later action.

3. *Dates for mailing ballots.* Dr. Seymour Sarason has suggested that APA ballots be mailed during the academic year to insure their receipt by academic people. It was pointed out that it is too late to change the dates for this year's ballots but that such action may be taken later.

4. *Assignment of numbers of representatives to APA divisions.* The Executive Secretary reported that the Division on the Teaching of Psychology has gained one representative and the Division on Educational Psychology lost one. The Board approved the assignment of numbers of representatives to the divisions at its March meeting.

5. *Report of the Committee to Review the Evidence Presented in the Tenure Investigation of Ralph Gundlach at the University of Washington.* It was noted at the March meeting that the Board had voted by mail to accept the report of the Committee to Review the Evidence in the Tenure Investigation of Ralph Gundlach at the University of Washington; and to publish the summary in the *American Psychologist*. The Board voted to extend this mail vote to authorize working with the Committee on a revision of the summary to make clear that the evidence of his teaching and research competency did not provide a basis for his dismissal.

6. *Request from APA Representatives on ASA Sectional Committee on Standardization of Optics for endorsement of three new standards.* At the May meeting of the Board the President read a proposal made by the APA's representatives on the American Standards Association Sectional Committee on Standardization of Optics that the APA endorse three new standards. The Board voted that the APA's representatives be requested to prepare a brief report for the *American Psychologist*, to be preceded by a statement such as the following: "The following report has been prepared by APA

representatives to the American Standards Association Sectional Committee on Standardization of Optics at the request of the Board of Directors, which has taken action to endorse the standards described."

7. *Invitation from APA for the International Congress to meet in the U. S. in 1954.* Dr. Herbert S. Langfeld has suggested that the APA invite the International Congress of Psychology to meet in the United States in 1954. It was pointed out that it would be a financial strain on many Europeans to come to this country and that the McCarran Act would make it difficult for many foreign psychologists to enter this country. It was agreed at the May Board meeting that the President would raise the question of a joint invitation with the Canadian Psychological Association the following week and that the matter would be left for mail action after further exploration.

#### L. NOMINATIONS OF CANDIDATES FOR APA COMMITTEES AND REPRESENTATIVES TO OTHER ORGANIZATIONS

1. *Slates for APA boards and committees.* At both the March and May Board meetings, considerable time was devoted to selection of slates of candidates for APA committees and of nominees for APA representatives to other organizations. The Board also appointed some committee members and chairmen and some representatives to other organizations and approved a list of twenty nominees chosen to cover the fields of specialization concerned to be submitted to the American Board of Examiners in Professional Psychology. The Board made a conscious effort to include names of able persons who have not previously had APA responsibilities.

2. *Interim appointment to Committee on Relations with the Social Work Profession.* At the May meeting, it was reported that Dr. Howard E. Mitchell had been appointed to fill the unexpired term of Dr. Vernon P. Scheidt, deceased, on the Committee on Relations with the Social Work Profession.

#### M. NEW REQUEST FOR APPOINTMENT OF APA REPRESENTATIVES OR AFFILIATION

1. *The National Thrift Committee.* The Board at its March meeting voted not to accept an invitation to appoint a representative to the National Thrift Committee.

## 2. *Second International Gerontological Congress.*

The Board at its March meeting voted to accept the invitation to become a "cooperating association" for the Second International Gerontological Congress to be held in St. Louis, September 9-14, 1951. Papers from APA members are invited. The Congress is sponsored by the International Association of Gerontological Societies and by the Gerontological Society, Inc.

3. *National Society for Crippled Children and Adults.* The Board voted at its March meeting to appoint a liaison officer to the National Society for Crippled Children and Adults, with the request that the liaison officer give a full report to the Council and with the proviso that such appointment carries no implication of approval of the Society's program and entails no cost.

4. *National Conference for Mobilization of Education.* At its March meeting the Board voted that APA should be affiliated with the National Conference for Mobilization of Education. Charles N. Cofer and Fillmore H. Sanford were named APA representatives.

5. *International Union of Scientific Psychology.* The Board at its March meeting accepted the recommendations of Dr. Herbert S. Langfeld and Dr. Leonard Carmichael, APA representatives to the Executive Council of the International Congress, that the APA continue its support of the old International Congress and not agree to affiliation with the International Council of Scientific Unions unless it will accept psychology as an independent union. The Board directed the Executive Secretary to take action through the National Research Council to interpret psychology appropriately in order to achieve its acceptance in the International Council of Scientific Unions.

6. *Appointment of APA representative to Groupement International pour la Coordination de la Psychiatrie et des Methodes Psychologiques.* It was reported to the Board at its March meeting that Dr. James Q. Holsopple had been appointed as a representative to this group in response to a request for an immediate appointment.

Respectfully submitted,

DOROTHY C. ADKINS  
Recording Secretary

## REPORT OF THE TREASURER FOR 1950

### *To the Council of Representatives:*

For 1950 the total income of the Association was \$261,886.19, its expenses \$238,803.74. The net income was thus \$23,082.45. At the end of 1950, the Association's total reserves amounted to \$202,420.91. This sum included \$100,000 allocated to the Building Fund, which was increased from \$55,000 at the 1950 business meeting.

The details of income and expense are presented in the accompanying table. The figures in the table are taken from the official auditor's report of the Association's finances for 1950.

The table does not include figures on two special grants administered by APA in 1950. During the year \$8,000 was received from the U. S. Public Health Service to assist in financing the activities of the CTCP. At the end of 1950 the unexpended balance in this grant was \$2,204.39. In the grant from the Rockefeller Foundation to help support the work of the Committee on Ethical Standards for Psychology, there was an unexpended balance of \$2,156.51 on December 31, 1950.

The net income for 1950 was approximately \$7,000 less than that for 1949. It is probable the Association will end 1951 with no net income. In fact, a deficit is very probable. One central factor in the Association's finances is that continually increasing costs of publication are not being offset either by increases in circulation of the APA journals, by increased prices to subscribers, or by increased membership dues.

Respectfully submitted,

C. L. SHARTLE  
Treasurer

### 1950 APA INCOME AND EXPENSE

<i>Income</i>	
<i>Dues:</i>	
Fellows .....	\$ 13,140.57
Associates .....	22,885.32
For divisions .....	9,742.00
Student affiliates .....	3,240.06
Other affiliates .....	1,370.16
Total dues .....	\$ 50,378.11
<i>Subscriptions:</i>	
Member journals, with dues ....	65,518.89
Other member subscriptions ....	41,201.82
Abnormal .....	\$ 8,627.93
Applied .....	5,387.18
Comparative .....	3,706.68



Consulting .....	7,703.68	
Experimental .....	4,807.49	
Monographs .....	4,650.18	
Review .....	6,318.68	
Non-member subscriptions .....	53,134.14	
American Psycholo-		
gist .....	3,659.86	
Abnormal .....	7,498.43	
Applied .....	8,561.72	
Comparative .....	2,740.40	
Consulting .....	4,284.20	
Experimental .....	5,580.40	
Abstracts .....	8,810.27	
Bulletin .....	5,043.81	
Monographs .....	2,081.25	
Review .....	4,873.80	
Total Subscriptions .....	159,854.85	
<i>Other Publication Income:</i>		
Reprints, and prior and extra		
publication .....	14,230.17	
Sale of single copies and back is-		
sues .....	18,792.52	
From Monograph authors .....	2,005.27	
Advertising .....	10,696.00	
Total other publication .....	45,723.96	
<i>Miscellaneous Income:</i>		
Interest on investments .....	2,718.64	
Miscellaneous .....	3,210.63	
Total miscellaneous .....	5,929.27	
Total income .....	\$261,886.19	

*Expenses*

<i>Publication Expense:</i>		
Printing .....	\$126,100.73	
American Psycholo-		
gist .....	\$21,605.15	
Abnormal .....	12,809.12	
Applied .....	7,039.04	
Comparative .....	6,447.58	
Consulting .....	8,288.29	
Experimental .....	10,627.23	
Abstracts .....	27,018.33	
Bulletin .....	10,246.86	
Monographs .....	8,484.96	
Review .....	5,966.98	
Yearbook .....	7,567.19	
Reprints .....	6,209.18	
Editorial stipends .....	4,800.00	
APA office expenses charged to		
publications (Including Ab-		
stracts office expenses) .....	38,921.58	
Salaries .....	33,741.42	
Rent and utilities .....	1,554.16	
Supplies and miscel-		
laneous .....	3,626.00	
Miscellaneous .....	604.72	
Total publication .....	\$176,636.21	

<i>Boards and Committees:</i> .....	10,528.03
Board of Directors ..	1,578.82
Policy and Planning	
Board .....	1,095.27
Board of Editors ....	293.04
Program Committee ..	362.08
Scientific and Profes-	
sional Ethics .....	8.40
Publications .....	224.79
Relations with Psychi-	
atry .....	559.07
*Training in Clinical	
Psychology .....	3,862.94
Public Relations ....	—
Standards for Psych.	
Service Centers ...	260.03
Conference of State	
Associations .....	—
Doctorate Depart-	
ments .....	674.00
Audio-Visual Aids ...	182.15
Intra-professional Re-	
lations .....	703.22
International Relations	27.00
Investigate VA Re-	
classification .....	356.75
To select Executive	
Secretary .....	340.47
<i>General APA Activities:</i>	
Dues paid to Divisions .....	4,920.83
Recording Secretary .....	400.00
Expenses of Annual Meeting ...	1,242.78
Expenses of Annual Election ...	2,446.77
Professional Services .....	1,057.81
Central Office (non-publication)	35,799.80
Salaries .....	22,887.90
Rent and utilities ..	1,554.16
Supplies and miscel-	
laneous .....	11,357.74
Travel, Executive Secretary ....	771.51
Building Fund .....	5,000.00

Total non-publication ..... \$ 62,167.53

Total expense ..... \$238,803.74

Total income ..... \$261,886.19

Total expense ..... 238,803.74

Net ..... \$ 23,082.45

## REPORT OF THE BOARD OF EDITORS

*To the Council of Representatives:*

The annual meeting of the Board of Editors was held on April 21, 1951 in Washington, D. C. Nine editors were present. Also attending were Margaret K. Harlow, Managing Editor of APA Publications,

\* In addition to sum granted by the United States Public Health Service.

and Fillmore H. Sanford, Executive Secretary of the APA.

A detailed financial report for APA publications in 1950 was presented by the Executive Secretary. Circulation figures showed increases for all but one journal, due mainly to growth in membership and to the consequent increase in circulation of the three "automatic" journals. Subscriptions from non-APA members also increased for most journals; voluntary subscriptions by members showed a lower per capita rate than in 1949. Publication costs continue to rise, and an increasingly higher proportion of APA dues is required to meet them.

The annual reports for the ten journals for 1950 were presented by the editors and were approved. The accompanying table shows the number of manuscripts received in 1950, and the disposition made of them. Comparison with similar figures for 1949 (*American Psychologist*, November

1950, p. 563) shows that the percentage of rejections in 1950 increased for three journals, remained the same for one and decreased for five.

Publication lag continued to be unduly long in 1950 for several journals, but the editors generally reported evidence of decreasing lag. Pressure upon authors to reduce the length of articles was mainly responsible. Some six to eight months is considered by most editors to be about an optimal period between date of receipt of a manuscript and publication of the article.

The Board of Editors decided at the annual meeting to sponsor officially the preparation of an "APA Publications Manual." It will be jointly prepared by the editors, with Laurance F. Shaffer as coordinating editor. In part this manual would represent a revision of the earlier article by Anderson and Valentine; it would also include a somewhat more comprehensive discussion of publication problems of the APA.

The editorial services now provided in the Central Office by Dr. Margaret K. Harlow, Managing Editor of APA Publications, have proven to be very valuable to the editors of the journals involved. Eight of the ten journals are now edited with Central Office assistance.

The Board of Editors wishes to express deep appreciation to the devoted services of Dr. Helen M. Wolfe, who retired as Managing Editor of the *American Psychologist* on May 1, 1951.

Respectfully submitted,

H. S. CONRAD  
H. F. HARLOW  
J. McV. HUNT  
L. H. LANIER, *Chairman*  
C. M. LOUITT  
A. W. MELTON  
D. G. PATERSON  
C. C. PRATT  
L. F. SHAFFER  
HELEN M. WOLFE

#### DISPOSITION OF MANUSCRIPTS BY APA JOURNALS, 1950

	Received	Accepted	Rejected	Average Lag* (Months)
<i>American Psychologist</i> †	51	40 (78%)	11 (22%)	6
<i>J. abnorm. soc. Psychol.</i> .....	274‡	76 (28%)	183 (67%)	11
<i>J. appl. Psychol.</i> ....	161	115 (72%)	46 (28%)	10
<i>J. comp. physiol. Psychol.</i> .....	97‡	66 (68%)	27 (28%)	14
<i>J. consult. Psychol.</i> ..	174	81 (47%)	93 (53%)	10
<i>J. exp. Psychol.</i> .....	147	95 (65%)	52 (35%)	13
<i>Psychol. Abstracts</i> ...	—	—	—	—
<i>Psychol. Bulletin</i> ....	77	33 (43%)	44 (57%)	6.5
<i>Psychol. Monographs</i> ..	33‡	11 (33%)	14 (42%)	11.6
<i>Psychol. Review</i> .....	109	53 (49%)	56 (51%)	8.3

\* The figure for publication lag is the mean number of months between date of receipt of manuscripts and month of publication—for manuscripts published in 1950.

† The figures for the *American Psychologist* do not include official APA reports.

‡ Action was pending in the case of certain manuscripts for the following journals: *J. abnorm. soc. Psychol.*, 15; *J. comp. physiol. Psychol.*, 4; *Psychol. Monographs*, 8.

# ANNUAL REPORT OF THE COMMITTEE ON TRAINING IN CLINICAL PSYCHOLOGY

## APA COMMITTEE ON TRAINING IN CLINICAL PSYCHOLOGY

THE work of the Committee on Training in Clinical Psychology for the past twelve-month period has been much the same as in other years, with the addition of certain new activities and proposed changes in its future functioning.

Publications of the Committee during the year were as follows:

Approved doctoral training programs in clinical psychology. *American Psychologist*, 1950, 5, 576.

Annual report of the Committee on Training in Clinical Psychology. *American Psychologist*, 1950, 5, 585-593.

Standards for practicum training in clinical psychology: Tentative recommendations. *American Psychologist*, 1950, 5, 594-609.

Survey of departments giving instruction in clinical psychology (by K. F. Heiser). *American Psychologist*, 1950, 5, 610-619.

Mental hygiene clinics in the United States (by K. F. Heiser). *Mental Hygiene*, 1951, 10, 45-47.

Clinical psychology in the United States (by K. F. Heiser). *Philosophie; Actualités Scientifique, et Industrielles*, 1950, 14 (No. 1110), 39-48. L'Institut Internationale de Philosophie. Paris: Hermann et Cie.

The membership of the Committee was changed by the retirement of Francis W. Irwin, E. Lowell Kelly, and Laurance F. Shaffer. The new members, elected by the Council of Representatives, in September, 1950, are Theodore M. Newcomb, Donald E. Super, and Delos D. Wickens. Other continuing members of the Committee, elected in 1949, are Robert E. Harris, Neil D. Warren, and Donald K. Adams. Members elected in 1948, and thus scheduled for retirement as of the date of this report, are Robert C. Challman, Ann Magaret, and O. Hobart Mowrer (chairman). Karl F. Heiser, Coordinator of Professional Education for the Association, again served as Administrative Officer of the Committee.<sup>1</sup>

<sup>1</sup> After four years of energetic and devoted service to the cause of professional education in psychology, Dr. Heiser, in April, 1951, resigned his position with the Association to become Coordinator of Research at The Training School, Vineland, New Jersey. Since a large share of Dr. Heiser's time was assigned to this Committee, its members—past and present—join in expressing to him their warmest appreciation of his tact, efficiency, and friendly counsel, and in wishing him every success and satisfaction in his new undertaking.

During the year the Committee's work was chiefly as follows:

(a) Evaluation visits (by one Committee member and the Administrative Officer) to 15 departments whose programs of graduate education in clinical psychology had previously been rated as temporarily approved or disapproved.

(b) Informal, consultative visits (by the Administrative Officer alone) to 22 departments which have not yet requested formal evaluation.

(c) Exploratory visits (by one Committee member and the Administrative Officer) to 10 practicum centers for the purpose of consultation and consideration of possible plans for ultimate evaluation.

At its winter meeting, February 15-18, at the University of Illinois, Urbana, the Committee, in addition to performing its routine duties, reviewed special problems, questions of policy, and future plans. On the last day of this meeting, the two past chairmen of the Committee, David Shakow and E. Lowell Kelly, and the current chairman of the Association's Policy and Planning Board, Lyle H. Lanier, were also present and participated in the Committee's discussions.

### EVALUATION ACTIVITIES

The work of the Committee was planned so as to provide a two-day visit, by one member of the Committee and the Administrative Officer, to each of the 15 departments formally evaluated this year. The Committee member chosen for visiting each department was one who had never before made an evaluative visit to that department, so that in the final evaluation by the Committee there were three members plus the Administrative Officer who had first-hand knowledge thereof.

Prior to the visits, each department provided the Committee with extensive information which served as a guide for the visitors and which was useful to the Committee as a whole, in conjunction with the visitors' reports, in arriving at final recommendations and ratings. Of the 15 programs evaluated, four were up-graded, ten retained the same ratings, and one was again disapproved.



Interim reports, received from the 24 schools whose programs had been rated A or A- in 1950, were studied by the Committee. Although problems principally due to loss of staff, were apparent in some cases, the interim reports generally indicated progress and further consolidation of past gains, particularly with respect to student load and staff experience.

At the February meeting it was decided that sufficient stability had been reached in the work of evaluation so that certain simplifications could be introduced. It was decided that the five former ratings of A and A- ("full approval"), B and C ("temporary approval"), and D ("disapproval") should be reduced to: I (A and A-), high approval; II (B and C), approval; and III (D), disapproval. It was further decided that all approved programs (I and II) should be evaluated annually on the basis of interim reports, with staggered visits at five-year intervals, and that re-evaluation visits may be requested, either by the Committee or by the department concerned, at any time. Disapproved or previously unevaluated programs may likewise petition the Committee at any time for evaluation.

Two additional provisions were voted by the Committee:

(a) That no change in rating will be made on the basis of an interim report only and that, in the event that the change is from a higher to a lower category, it will be made only after a year's warning from the Committee.

(b) That failure of a department to make interim reports or to accept visits will be taken as signifying that the department wishes to discontinue its participation in the evaluation procedure of the Association; and that it will thereafter not be regarded as an evaluated department.

It is anticipated that these changes in evaluation procedures, approved by the Board of Directors at its March (1951) meeting in New York City, will enable the Committee henceforth to devote more of its time and resources to other matters of importance to the Association, graduate departments, and the profession.

The new system of ratings has been put into effect in the list of approved schools (28 with a rating of I and 10 with a rating of II) which appeared in the *American Psychologist* (May, 1951). As usual, confidential reports were made to the National Institute of Mental Health of the U. S. Public Health Service, to the Clinical Psychology Section

of the Division of Neuropsychiatry of the Veterans Administration, and to the Chief Clinical Psychologist of the Surgeon General's Office, Department of the Army, at the same time that letters went to the participating departments (April, 1951). It is hoped that in the future these reports can be made somewhat earlier and that the list of approved schools can appear in the March issue of the *American Psychologist*, in order to be maximally useful to departments and to students in making plans for the coming year.

#### PROBLEMS FOUND IN THE EVALUATION OF TRAINING PROGRAMS

The problems found this year were similar to, though usually less serious than, those encountered last year. Since last year's problems were discussed in some detail in the Committee's report for 1950, it will not be necessary to elaborate upon them here. Most of the current problems are of the sort that careful planning, followed by effective liaison with university administrations, can solve over a period of time. The departments concerned are, in practically all instances, aware of their particular difficulties and are using their own good judgment and initiative in handling them.

Six areas of continuing concern both to departments and to the Committee are:

- (1) Student-staff ratio
- (2) Student selection and continued evaluation
- (3) Experience of graduate staff, especially in clinical-research supervision
- (4) Ratio of theoretical-experimental education to clinical-applied training
- (5) Physical and clinical facilities
- (6) Quality and availability of practicum training

Information collected by the Committee during the year with respect to staff and student statistics in the 38 approved and 25 other departments granting the PhD degree in this country is given in Table 1. Inspection of this table will reveal a number of interesting relationships and trends. Some of these are as follows:

- (a) The student-staff ratio is lowest in Class I programs, highest in the unevaluated programs, and intermediate in Class II programs.
- (b) The approved programs predict a marked increase in PhD graduates with little change

- in MA graduates; the unevaluated programs, by contrast, plan to stress the MA degree.
- (c) The Class I programs expect to maintain a more nearly even balance between clinical and non-clinical PhD graduates than do the Class II programs.
  - (d) In all approved programs there is a notable discrepancy between the number of students admitted to graduate study and those receiving either of the advanced degrees. The Committee continues to be interested in possible measures whereby this "mortality rate" can be reduced, without sacrifice of standards.

At its February meeting the Committee devoted special attention to the matter of training in psychotherapy. At the present time it appears that very few, if any, departments in the country are turning out clinical graduates with high competence in this area, and there is a real question regarding the extent to which such competence *can* be achieved at the pre-doctoral level, along with other generally accepted objectives. Following discussion of this problem, the Committee unanimously adopted the following resolution:

In reviewing the status of doctoral training in clinical psychology, the CTCP has been impressed by the need for more adequate training in psychotherapy, particularly for purposes of research and teaching. All things considered, the Committee believes that specialized competence in this field can be feasibly attained only on the basis of training which goes beyond that currently offered by most departments as a segment of doctoral education in clinical psychology.

The Committee therefore suggests that the Board of Directors request the USPHS to give special consideration to the support of post-doctoral programs in psychotherapy for psychologists who are interested in research, training, and competent practice in this area.

#### COOPERATION AND ADVISEMENT WITH UNEVALUATED DEPARTMENTS

From Table 1 it is clear that a considerable amount of graduate training in clinical psychology is still being done by departments other than those with programs which have been approved by the Association. The Committee has continued to work in close cooperation with these departments with a view to helping them up-grade their clinical programs to the point of official approval. In this connection the Administrative Officer made one-day visits for informal consultation this year with 22 departments which give some amount of clinical

training and which may wish to have the Association formally evaluate their programs at some future time.

Table 1 gives considerable information about these departments. As will be seen, they have fewer staff members than the approved departments, they have more graduate students per staff member (in spite of smaller student bodies), they admit more students per year to graduate work and have increased their admission rate this past year, they are relatively inexperienced in giving the PhD degree (but expect a very large increase in doctorates in 1951 and 1952), and their tendency is to increase the number of MA degrees awarded.

The Committee hopes that no stigma will attach to graduates of unevaluated programs. While it appears likely that a better doctoral education in clinical psychology is available in any of the approved departments than in a randomly selected unevaluated program, there is no justification for assuming that graduation from an approved program means, necessarily, that one is a better clinical psychologist than another who graduates from an unevaluated program.

Because of their potential contributions both to science and to meeting the social need for clinical services, the Committee hopes that many of these unevaluated programs will continue their development.

#### THE PLACE AND PURPOSE OF THE MASTER'S DEGREE

According to a survey conducted by the Administrative Officer in June, 1949, there are at least 500 students with terminal master's degrees going into the area of clinical psychology each year. While 68 PhD departments predicted an increase in MA degrees granted by them in clinical psychology from 369 in 1949 to 431 in 1952, 81 MA departments predicted an increase in MA degrees from 274 in 1949 to 482 in 1952. Moreover, 230 departments (the above PhD and MA departments, plus 81 which give only the AB degree) predict an increase from 1,510 (in 1949) to 1,934 (in 1952) in the number of students receiving the AB degree with a major in clinical psychology. The question here is whether specialization in clinical psychology at the master's and baccalaureate levels is ultimately in the best interest of the public and the profession or whether work offered at these levels should be less professionalized.

It would seem that some exploration is in order

TABLE 1

*Staff and student statistics: 63 PhD-granting departments, 1950-1951*

	Class I Depts. N = 28		Class II Depts. N = 10		Other Depts. N = 25 <sup>1</sup>		All Depts. N = 63	Range	Median
	Total	Median	Total	Median	Total	Median			
Teaching staff	511	17	163	15	235	9	909	5-39	13
Graduate students	2,974	103	984	92	1,755	62	5,713	12-263	72
Clinical	1,399	49	512	49	631	21	2,542	0-123	37
Other	1,575	47	472	41	1,124	28	3,171	7-167	39
Student: Staff ratio		4.9		5.8		6.6			5.9
Graduate students Admitted									
1949	1,325	32	344	31	983	33.5	2,652	3-200	33
1950	1,228	26	341	20	968	34	2,537	4-200	26
1951 <sup>2</sup>	1,165	26	297	20	1,035	35	2,497	4-200	29
Doctoral Degrees									
1950 Total	247	7	32	2	34	0	313	0-24	3
Clinical	127	4	15	0.5	5	0	147	0-12	0.5
Other	120	2	17	1.5	29	0	166	0-12	1.5
1951 Total <sup>2</sup>	478	15.5	64	5.5	95	3	637	0-47	6
Clinical	236	8	40	4	30	0	306	0-30	3
Other	242	7	24	2.5	65	2	331	0-19	4
1952 Total <sup>2</sup>	498	15	132	12.5	171	6	801	2-36	10.5
Clinical	274	9.5	87	8	73	3	434	0-24	6
Other	224	7.5	45	3.5	98	4	367	0-20	4.5
Masters Degrees									
1950	541	18.5	136	10.5	309	12	986	0-68	13
1951 <sup>2</sup>	660	19	169	13.5	420	12	1,249	0-71	16.5
1952 <sup>2</sup>	570	18	167	13	481	18	1,218	0-70	17

<sup>1</sup> These data are from two Class III (not approved) departments and twenty-three unevaluated programs. Data are not available from seven other doctoral departments which are giving some amount of work in clinical psychology.

<sup>2</sup> Estimates given by the departments.

of an arrangement whereby certain schools, which go no further than MA work in psychology, could participate more directly in doctoral training in clinical psychology. With rising standards of training and the increasing tendency for the doctoral degree to be a requirement for many positions, the MA degree in clinical psychology has lost much of its vocational value and professional justification. In an attempt to maintain the employability of their graduates, many schools have developed the technical content of the MA curriculum, at the expense of the theoretical and research aspects of their offerings, to the point that their students find themselves at a disadvantage in competing for admission to good doctoral programs. Most doctoral

departments are wary of students who have received the MA degree from such schools. They are, however, usually willing to take MA graduates from departments which have strong theoretical and experimental orientations. A desirable trend might therefore be for MA departments to tailor their graduate programs so that they provide the first-year, or core, curriculum which is a prerequisite to specialization in clinical psychology in most of the outstanding PhD departments.

But this is a many-sided problem and the Committee feels that much good would come from an early discussion of it, from all points of view, at a conference or conferences which might be especially organized for the purpose.



## PRACTICUM FACILITIES

Following approval by the Council of Representatives in September, 1950, of the Committee's tentative recommendations regarding practicum training (*American Psychologist*, November, 1950), the Committee, this year, made exploratory visits to a number of agencies which are experienced in practicum supervision.

According to reports previously received by the Committee, there are, all told, 296 practicum agencies in 34 states serving the evaluated PhD training programs. These agencies were reported as giving supervised experience to 1,625 graduate students. These are not, however, necessarily "different students," since some of them worked in more than one agency during the course of the year. The breakdown was as follows: 1,111 clerkships served in 206 agencies and 514 internships served in 186 agencies. Because of variation in current definitions of the clerkship and the internship (see the Committee's "Practicum Report"), these figures are only approximate. About 60 per cent of the 296 agencies are located in the northeastern quarter of the U. S., an area containing 66 per cent of all graduate students in clinical psychology in evaluated departments.

The chief purpose of the visits made this year to selected agencies was to discuss with administrators the Association's recommended standards and to get advice and opinions concerning the grounds and principles on which there could be developed an evaluative procedure which would be most useful to students, to the agencies themselves, and to the affiliated academic departments.

The consensus among the administrators' with whom these problems were discussed was that they would warmly welcome representatives of the APA who would study their practicum training programs and make recommendations to the agencies for their improvement as training centers for clinical psychologists. However, it was not thought desirable, for a period of at least two or three years, to publish a list of officially approved agencies, although the agencies visited had no objection to the Committee's reporting its findings in the meantime to the graduate departments having approved doctoral programs.

Table 2 shows a breakdown, according to type, of the 296 practicum agencies on which we currently have information. It would be manifestly impossible, in any event, for the Committee to visit

and evaluate *all* of these practicum centers in a period short of several years. We can probably be most useful, for the immediate future, if we serve mainly in an advisory and consultative role with these agencies, while the issue of ultimate evaluation becomes more clearly defined.

During 1951-52, the Committee plans to visit about 20 of the larger non-VA agencies throughout the country and on the basis of these visits will write letters of informal evaluation and appraisal to these agencies. The Committee may also write a supplementary report on standards and related problems in practicum training; and it may likewise, with the agencies' permission, give the approved doctoral programs a list of these agencies, with notes on their special characteristics and strengths. If this venture proves successful, it will be extended in 1952-53.

The chief problems in practicum training, as the Committee currently sees them, have to do with the kind and quality of supervision and the variety of responsibilities assigned to students. There is, at present, apparently much more variability in standards and practices in practicum training than in the academic programs.

The Committee has the impression that there has been a notable increase since last year in the amount of psychotherapy done by psychologists in practicum agencies; indeed, at many installations

TABLE 2

*Practicum agencies used by clinical students of forty-one evaluated departments*

University Clinical Agencies .....	82
Psychiatric Units of University Medical Schools and Hospitals .....	26
Psychology Department Clinics (largely for children) .....	26
Student Health and Counseling Centers .....	20
Reading Clinics .....	4
Speech and Hearing Clinics .....	6
Community Mental Hygiene Clinics .....	35
State or Public Mental Hospitals .....	27
General and Special Hospitals .....	18
Schools for Mentally Defective .....	7
Courts .....	5
Prisons .....	5
Kindergartens and Public Schools .....	18
Special Research Centers .....	6
Veterans Administration and U. S. Army .....	93
Hospitals .....	60
Clinics .....	33
Total .....	296

psychologists feel that they are being pushed in this direction faster than their training and supervisory facilities warrant. This, however, is a matter which will probably adjust itself with time if sufficient attention is given to the need for continued guidance and supervision of the student therapist.

Finally, attention should be called to the fact that for some years the Association's Central Office has published in the *American Psychologist* a list of agencies which offer practicum training to graduate students. Because the Committee feels so strongly that practicum training should be given as an integral part of graduate education in clinical psychology, or as post-doctoral training, and because the publication of these lists implies to many readers approval by the Association of the agencies so listed, it is recommended that other ways be found of disseminating this information.

#### APPRAISAL AND VALIDATION OF THE COMMITTEE'S WORK

The Committee this year, as in the past, has been mindful of the need to validate its practices and policies. One conceivable criterion: ascertain if, in the years ahead, those departments to which the Committee has given highest ratings produce the "best" clinical psychologists. But the variables here are shockingly confounded, e. g., by differential selection of students and, probably, by the very fact of Committee approval or disapproval. The Committee nevertheless feels that it would be interesting and possibly suggestive to collect data on (1) the positions which students go into upon graduation from approved, disapproved, and unevaluated programs, (2) their performance in these positions, and (3) their contributions to the literature.

Even more difficult to substantiate, except on a purely impressionistic basis, is the proposition that the Committee has had an overall effect which has produced better results than would have been achieved if there had been no committee.

Isolated reactions from others likewise give no clear indication of the Committee's influence. The Committee has sometimes been criticized for being too "service oriented," but it has been criticized about equally often as being too "research minded." And for every department which has felt we were "too rigid" in our standards, we find another which believes that we are not sufficiently explicit in saying what we "expect." On the score of rigidity, we

suspect that department heads, in their efforts to secure administrative support for their programs may, in some instances, attribute to our recommendations a degree of absoluteness which exceeds our own thinking. The Committee has repeatedly voiced its approbation of experimentation on the part of departments with different types of programs and has substantiated these utterances by approving schools with highly dissimilar programs.

#### THE PLACE OF CTCP IN APA STRUCTURE

The following paragraphs are quoted from the report made by the Committee to the Board of Directors in March, 1951.

Future developments seem likely to follow one of two courses: (a) the APA may establish a Training and Standards Board which would stabilize and extend to other fields the work of evaluation; or (b) evaluation activity by the APA may diminish as state psychological societies take over many of the functions with which this and related committees have been concerned.

On the basis of its experience, the Committee strongly cautions against the replication of similar committees: individual departments and university administrations would react negatively to having two or more committees simultaneously evaluating graduate training in psychology.

The Committee feels that there should not be created a superordinate Board on standards and training if CTCP remains the only accrediting committee. In our judgment the argument that otherwise the Committee is "judge, jury, and executioner" has no force since a department always has the right of appeal to the Board of Directors.

Attention is also called to the fact that the Committee, as constituted presently and in years past, represents psychology on a broad scale, rather than "clinical psychology" in any limited sense.

The recommendation of the Committee is that if the Association feels that the scope of establishing standards and evaluating graduate education in psychology should be still further extended, the present committee should be abolished and a new committee, with properly expanded directives, created.

Respectfully submitted,

DONALD K. ADAMS

ROBERT C. CHALLMAN

ROBERT E. HARRIS

ANN MAGARET

THEODORE M. NEWCOMB

DONALD E. SUPER

NEIL D. WARREN

DELOS D. WICKENS

O. HOBART MOWRER, *Chairman*

KARL F. HEISER, *Administrative Officer*

# REPORT OF THE COMMITTEE TO REVIEW THE EVIDENCE PRESENTED IN THE TENURE INVESTIGATION OF RALPH GUNDLACH AT THE UNIVERSITY OF WASHINGTON

## APA COMMITTEE TO REVIEW THE EVIDENCE PRESENTED IN THE TENURE INVESTIGATION OF RALPH GUNDLACH AT THE UNIVERSITY OF WASHINGTON

(In September 1950, the APA Board of Directors appointed a new committee to review the evidence on the dismissal of Ralph Gundlach by the University of Washington. This committee reported to the Board at its meeting in March 1951. The Board at that time voted to accept the report and to publish the summary if it were slightly revised. In September the Board considered the revised summary and voted that it be published. The Board also voted that copies of the committee's full report be made available to members of the Association who wished to see it. Mimeographed copies can be obtained by writing to the APA Central Office.—Ed.)

### SUMMARY

**Y**OUR committee was requested "to review the testimony bearing on the teaching and research competence of Dr. Ralph Gundlach" presented in hearings before the Faculty Committee on Tenure and Academic Freedom of the University of Washington.

The trial before the eleven-man Tenure Committee dealt largely with charges of Communist Party membership, of Communist ideology, and of participation in Communist activities on the part of six professors who had been teaching at the University for nineteen or more years and had tenure. Thirty four-hour sessions were held by the Committee between October 27, 1948, and December 15, 1948. Of the six defendants Ralph Gundlach was the only one against whom the charge of past or present Communist affiliation was not established. He was, moreover, the only defendant recommended for dismissal by the Tenure Committee. The Board of Regents dismissed both Gundlach and two professors who admitted present membership

in the Communist Party. It placed on probation the other three defendants who admitted past Party membership.

After a review of relevant testimony and evidence presented in the hearings before the Tenure Committee and a careful consideration of the report of the Tenure Committee, we have reached the conclusion that Ralph Gundlach was a stimulating teacher, particularly in graduate work, a thorough and productive research worker, and a cooperative and democratic colleague in the department and the university. We also believe that his dismissal had nothing to do with his professional competence as a social psychologist. The reasons for his dismissal go beyond the scope of this report but they are to be found in the complex situation at the University of Washington which resulted from the activities of the Canwell legislative committee in investigating communism on the campus. This situation involved problems of relations between the university administration and the state legislature as well as public relations problems in general.

Our conclusion that the evidence supports the integrity and capability of Ralph Gundlach as a psychologist is based upon these four reasons:

1. After a consideration of the evidence, the Tenure Committee recommended the dismissal of Gundlach *not on the grounds of incompetence* but on the grounds that he had not cooperated with President Allen when the President asked him if he were a Communist. This was regarded by most of the members, voting for his dismissal, as constituting neglect of duty. Only three members of the eleven-man committee took the position that professional incompetence had been established.

2. The administration's case on the incompetence charge rested basically on Gundlach's alleged com-



munism. It was assumed that if it could be established that Gundlach were a Communist, it necessarily followed that he could not be objective in his teaching and research. Eight members of the committee, however, did not accept this reasoning and felt that definite evidence was necessary to establish the charge of incompetence. The members of the Tenure Committee were in disagreement, moreover, about the extent of Gundlach's involvement in Communist activities.<sup>1</sup>

This lack of agreement seems a fair reflection of the lack of clear evidence and clear standards of judgment concerning Gundlach's alleged communism. In this ambiguous situation the judgment by individual committee members rested more on their own frames of reference than on objective criteria. Partly because the majority deemed the charge of communism per se irrelevant to the issue, there was no spelling out of criteria concerning which evidence might be assembled to determine Communist involvement—for example, criteria of advocacy of doctrines in support of the Communist line as that line shifted, or advocacy of a Stalinist brand of Marxism, etc. The criterion of Party membership based upon reports of witnesses and ex-Communists was used and on this criterion Gundlach was found not guilty by eight of the eleven committee members. The other criterion sometimes referred to was activity in organizations alleged to be Communist-controlled.

<sup>1</sup> The four members who voted against his dismissal absolved him of this charge. Four other members held that the evidence did not establish Party membership but that it did indicate Gundlach was a sympathizer and an active supporter of the Party. The remaining three held with the administration concerning Gundlach's communism.

This criterion was not systematically examined to see which particular organizations had been on the Attorney General's list or to what extent activity in such an organization meant liberalism or communism.

3. Though little was introduced by the administration to document its charges against Gundlach's teaching and research, the few specific points that were introduced by the prosecution were with one exception not only unsubstantiated, but in some instances far-fetched. For example, one university administrator accused Gundlach of research and teaching of a forensic rather than of a scientific character and went on in documenting his claim to cite the use of an anti-Semitism questionnaire by Gundlach in his class. This was propagandistic on Gundlach's part, the official claimed, because the effects of such questionnaires were to frighten Jewish students into Communism. The questionnaire used by Gundlach was the anti-Semitism scale developed by R. N. Sanford and the California group.

4. On the other hand, the evidence introduced by the defense and not refuted by the administration, demonstrated that Gundlach was an effective teacher at the graduate level, that he was regarded by the great majority of undergraduate students as unbiased and impartial in his teaching, that he was productive and competent in his research, and that he was independent in his thinking and democratic in his practices with students and colleagues.

Respectfully submitted,

DANIEL KATZ, *Chairman*  
ROBERT B. MACLEOD  
WALTER R. MILES

# THE WORK OF THE AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY

## ANNUAL REPORT OF THE BOARD TO THE MEMBERS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

### AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY

#### INTRODUCTION <sup>1</sup>

THE American Board of Examiners in Professional Psychology presents in this report the record of its work for the year ending September 1951. The material that follows comprises both the formal report of the Board to the Council of Representatives and the general report to the entire APA membership. The Board has continued its policy of holding open meetings during the annual September program of the APA and of issuing formal reports annually to the Council of Representatives as the primary means of informing the APA membership of its work. In addition, informal reports and bulletins are from time to time circulated to the entire APA membership.

Since its incorporation in April 1947, and including the meeting of September 1951, the Board has held twenty-six physical meetings lasting from three to five days each, exclusive of travel time. During the year ending September 1951 a greater proportion of the work of the Board has been given over to arrangements for the written and oral examinations that are mandatory for candidates, applying after December 31, 1949, the date of expiration of the so-called "grandfather" clause.

<sup>1</sup> For publication of historical and legal references to the work of the Board, the following citations are listed: The letter of July 3, 1947, sent by the Board to all members of the American Psychological Association; the *American Psychologist*, with the following specific page references: Vol. I (1946), pages 37, 41-42, 164, 168, 473, 500-501, 503, 510-517; Vol. II (1947), pages 77, 182, 183, 192, 451, 476-477, 481, 491, 502, 519; Vol. III (1948), pages 66, 184, 388-390, 558; Vol. IV (1949), pages 57-58, 185-186, 366-367; Vol. V (1950), pages 56, 84-86, 207, 212, 577-584, 646; Vol. VI (1951), 99-100, 185-186; the official report of the Board sent to all members of the APA under date of March 1, 1948; the report to the members of the APA distributed in printed form at the September 1949 meetings of the Association.

#### ACTIONS ON CANDIDACIES RECEIVED

To the date of this report, 1,670 candidates have applied for the various diplomas issued by the Board. Of this total group, 1,555 applied under the "grandfather" clause in which the Board had the option of waiving either its PhD requirement, or its examination requirement, or both, if the candidate appeared qualified on the basis of his work history, training, and endorsements. The remaining 115 applicants filed for the diploma under requirements in which Board written and oral examinations are mandatory parts of the evaluation of professional competence. Thirty-three of the total group were applicants holding membership in the Canadian Psychological Association, with which the Board established working relationships for the review of Canadian psychologists who meet the same professional requirements as members of the APA.

Table 1 presents a cumulative summary of Board actions on all candidacies received to the date of preparation of the present report (August 1, 1951).

It should be noted that the form of Table 1 and Table 2 in this report is directly comparable with the same tabular material presented for the year ending September 1950 and published in the *American Psychologist*, Volume 5, Number 11, November 1950. In last year's report, the Board discussed at some length the factors involved in reaching a decision on a particular candidacy and it does not appear necessary to repeat that discussion here.

The first category of Table 1 represents a substantial percentage of all candidacies received. In these cases the Board's first official action, after as complete an investigation as was deemed necessary, was to vote the award of its diploma in the appropriate professional field with waiver of the PhD requirement, the examination requirement, or both.

In the second category of the table, the Board could not find in its first review the basis for the award of the diploma with waiver of its examination

and/or PhD requirement. The candidate was therefore invited to qualify either by examination, by the accumulation of further experience, by completion of degree requirements, or most often, by a more complete documentation of his case. The 102 candidates in this category were later voted the diploma of the Board after furnishing additional records and after subsequent Board review at later meetings. This category, in a sense, can be considered a category of cases appealed by the candidate, in which cases the Board reversed its earlier decision and awarded the diploma.

The third category of the table includes the group of diplomates whose diplomas were awarded upon the basis of successful completion of Board written and oral examinations.

The fourth category of the table includes two subgroups: candidates, with or without the PhD, who meet requirements as to the absolute minimum amount of experience but the quality and breadth of whose experience did not, in the unanimous opinion of the Board, warrant waiver of examination. In every one of these 129 cases, the candidate has been invited to attempt to qualify by satisfactory performance on Board examinations. The remaining subgroup includes 164 candidates, with or without the PhD, who, in the opinion of the Board, did not present the minimal amount of acceptable, qualifying experience in their total work records to permit the award of the diploma during the life of the "grandfather" clause. Candidates in this second subgroup may maintain their candidacy by meeting the following requirements: satisfactory endorsements; accumulation of five years of acceptable, qualifying experience; presentation of the PhD degree; and satisfactory performance on Board written and oral examinations.

The fifth category, while small in number, represents the most difficult set of candidacies with which the Board has had to deal. In the long run, psychologists will agree upon some code of ethical and professional behavior that is realistic and enforceable. The problems of ethics and professional behavior transcend the interest of this Board alone and involve the interests of the entire Association. Pending the establishment of an acceptable ethical code, the Board has established its own minimal code and has in each instance sought legal opinion regarding its actions in the candidacies in this fifth group.

The sixth category includes a group of cases in

which the Board felt that the refund of the candidacy fee was justified. Generally speaking, and for economic reasons primarily, the Board has had to adopt a policy of not refunding candidacy fees in cases where the diploma was not awarded after processing and full Board review, but in a few instances a refund seemed necessary. For example, thirty candidates applied under the so-called "gross injustice" clause, pertaining to the cut-off date for baccalaureate degrees for inclusion in the "grandfather" group. If the Board could not allow the "gross injustice" claim, the Board refunded the candidacy fee, leaving with the candidate the initiative of reapplying under the examination provisions if

TABLE 1

*Summary of actions by the American Board of Examiners in Professional Psychology on all candidacies received to July 31, 1951*

1. Diploma awarded as first official action of Board .	891
2. Diploma awarded after earlier decision not to award, appealed by candidate .....	102
3. Diploma awarded upon successful completion of Board written and oral examinations .....	28
4. Diploma not awarded with waiver of examination and/or PhD .....	293
a. PhD and minimal experience .....	77
b. MA and minimal experience .....	52
c. PhD and insufficient experience ....	79
d. MA and insufficient experience ....	85
5. Diploma not awarded because of moral or ethical considerations .....	12
a. Probationary cases .....	9
b. Candidacies rejected .....	3
6. Candidacies set aside by refund of fees (includes "gross injustice" cases and other categories; see text) .....	80
7. Board actions not yet completed .....	264
a. Cases not yet reviewed .....	39
b. Cases under continuing study .....	146
c. Non-grandfathers admitted to third examination .....	24
d. Written examinations passed; oral examinations pending .....	23
e. Written examinations failed; re-examination pending .....	19
f. Oral examinations failed; re-examination pending .....	12
g. Written examination failed twice; candidacy set aside .....	1
8. Total number .....	1670*

\* Of all applicants, 115 applied under the mandatory examination provisions of the Board. These 115 cases are found as follows: 25 in category 3 above; 2 in category 6 above; 12 in 7a; 22 in 7b; 24 in 7c; 13 in 7d; 6 in 7e; 11 in 7f.



he wished to do so. In other instances, it was obvious from a review of credentials that the candidate had failed to recognize the Board's function as a professional one and not a Board of review for instructional, academic, or administrative experience primarily. Candidacy fees were refunded in these cases as well. If, however, all the credentials and all of the available evidence indicated that the candidate voluntarily and explicitly sought professional recognition via the Board, the candidacy fee could not be refunded in view of the cost of Board operations and the principles of the professional undertaking involved. Thus, category 6 in Table 1 includes a relatively small number of cases.

The seventh category of cases in Table 1 is self-explanatory. It includes candidates in various stages of the examining process, candidates not yet reviewed, and candidates whose cases are under continuing study pending a final decision. The 39 cases not yet reviewed as of the time of this report include the Canadian candidacies which will be reviewed en bloc in the near future, after appropriate clearance with a special committee of the Canadian Psychological Association. At the time of the last annual report in September 1950 there were 286 candidacies that the Board had been unable to review. This number by September 1951 has been reduced to 39 and, in addition, the Board has held one written examination and two oral examinations as well as reaching decisions on many cases in other categories in Table 1. Thus, at the end of its fourth year of work, the Board has almost completed its actions on the 1,555 candidates who applied under the provisions of the "grandfather" clause. In the meetings to come, the Board will concern itself more and more with the problems of examination as the candidacies which come to it involve members of the profession who must present the PhD degree, five years of acceptable experience, satisfactory endorsements, and who must complete written and oral examinations.

#### ANALYSIS OF DIPLOMATES

The Board has continued its policy of announcing in the *American Psychologist* the names of successful candidates for its diplomas. These citations are included in the footnote at the beginning of the present report. In the various directories of the APA all diplomates, to the respective date of publication, appear in alphabetical order within the field of their professional specialty.

TABLE 2

*Analysis of 1,021 diplomates of the American Board of Examiners in Professional Psychology as of 31 July 1951, classified by field, by highest earned degree, and by sex*

	Number	Percentage	
		Of Total Group	Within Field
Clinical			
PhD			
Men	315	31	48
Women	213	21	32
MA			
Men	29	3	4
Women	108	10	16
			100
Counseling and Guidance			
PhD			
Men	134	13	66
Women	43	4	21
MA			
Men	16	2	8
Women	10	1	5
			100
Industrial			
PhD			
Men	138	14	90
Women	5	0	3
MA			
Men	10	1	7
Women	0	0	0
	1,021	100	100
Number of Diplomates:		Percentage	
Clinical Psychology	665	65	
Counseling and Guidance	203	20	
Industrial Psychology	153	15	
Total	1,021	100	
Diplomates by Highest Earned Degree:			
MA	173	17	
PhD	848	83	
Total	1,021	100	
Diplomates by Sex:			
Men	642	63	
Women	379	37	
Total	1,021	100	

A general analysis of diplomates is presented herewith in Table 2. This table shows the number and percentage of diplomates within each of the three professional fields, classified both by sex and by highest earned degree. It may be noted that since the 1950 report, which included 847 diplomates, an additional 174 diplomas have been awarded, bringing the present total to 1021.

The field of clinical psychology is represented by the largest number of diplomates. Of all diplomates 83 per cent hold the PhD degree.

#### WRITTEN AND ORAL EXAMINATIONS

The Board held its second written examinations in December 1950 in eighteen local examining centers. Approximately 160 candidates were invited to appear for this examination; 33 appeared and completed the examination. The third written examination is scheduled for November 1951 and approximately 140 eligible candidates have been invited to register for it. In October 1949, 53 examinees took the first written examination set up by this Board. Forty were judged to have passed the examination and these 40 were invited to the first oral examination held November, 1950 in Chicago. Twenty-five of these 40 candidates reported for the oral examination which involved six hours of oral examining time, following upon approximately three hours of a field work situation set up to give a practical demonstration of the skill of the candidate in defining the problem of the professional psychologist. (This generic definition of the field work experience covers diagnostic techniques for candidates in clinical and counseling and evaluation techniques for candidates in industrial psychological situations.) Of the 25 candidates reporting for this oral examination, 15 were judged to have performed satisfactorily and represented the first group of candidates to whom the diploma was awarded upon successful completion of written and oral examinations.

In this first oral examination the Board arranged for a selected panel of diplomates, twenty-four in number, to serve as oral examiners. The examination schedule was so worked out that every candidate was examined by six to twelve of his peers and the results of these oral examinations were then reviewed by the entire Board in arriving at a final decision regarding those judged to have performed satisfactorily or to have failed, in part or in whole, the oral examination situations. The names of

members of the APA who served as oral examiners were listed with the thanks of the Board in the *American Psychologist*, Volume 6, Number 3, March 1951.

The first oral examination included four parts defined as follows:

1. Diagnosis or evaluation. (The definition of the professional psychologist's problem.)
2. Therapy and/or recommendations. (How to solve the professional problem.)
3. Skill in the interpretation and use of research findings. (What valid knowledge exists about the problem.)
4. Organization and administrative problems of professional psychology. (What are the conditions of professional practice.)

For Part 1, as has already been explained, a field situation was set up in which the candidate demonstrated his proficiency in an ordinary working situation. For Part 2, the candidate submitted case histories or reports from his own professional experience. In the third part, the candidates were examined on the basis of a selected bibliography which had been sent to them and to their examiners in advance of the oral examination. The fourth part of the oral examination was less clearly structured than the other three because of the nature of the content.

Fundamentally, the same oral examining procedures were followed in the second oral examination held in New York City for a selected group of east coast candidates in May 1951. However, because of the expense of the first oral examination, it was necessary to modify the procedures somewhat by choice of local examiners, by doubling up examining teams, and by shortening the overall length of the oral examination.

For the second oral examination 18 candidates were invited to appear on the basis of satisfactory performance on the written examination and on the basis of proximity to the east coast. Of these 18 candidates, 17 appeared and 13 were judged to have performed satisfactorily on the oral examination.

The names of the examiners serving at this second oral examination have been listed with the thanks of the Board in the August 1951 issue of the *American Psychologist*.

The Board will be faced with continuing problems of examination construction and administration in

the months to come and it will be necessary again to call upon senior members of the professional group for assistance in this task. The Board has been most fortunate so far in its cooperation from those whom it has asked to serve either in making examinations, administering examinations, reading and evaluating examinations, or serving as oral examiners. For this cooperation it is most grateful.

The general policies governing the written examination were presented in the report of September 1950. At the same time, the policies regarding re-examination were presented and are still in force so far as partial or complete failure on either the written or oral examinations is concerned.

It has been the policy of the Board to notify each eligible candidate individually regarding the time and place of examinations. This practice has been continued through all examinations scheduled, including the 1951 examination. At the same time examination announcements have appeared in the *American Psychologist* as the official announcement of the Board. In the May 1951 issue, the Board announced the policy that will be in effect from that date on regarding examination eligibility. This policy is as follows:

An eligible candidate, holding the PhD degree, who is individually notified regarding his eligibility for two successive examinations and who does not present himself for either of these two examinations will have his candidacy set aside as inactive. His eligibility for future examinations will have to be determined by an additional review of his candidacy, reactivated at his own request under such additional conditions as the Board shall specify.

In the earliest formulation of Board policy it was ruled that candidates whose baccalaureate degrees were received prior to December 31, 1935 and who presented ten years of experience without the PhD degree, when held for written and oral examinations, would be required to take the first written examination scheduled after the expiration of the "grandfather" clause. Because of the heavy load of candidacies under the "grandfather" clause, it was not possible to adhere to this policy nor was it always fair to adhere to it in those cases where the Board's decision was reached at a time that would allow the candidate insufficient preparation for a forthcoming examination. Consequently, the original policy was modified so that such candidates were required to take the first written examination scheduled after the Board reaches a final decision in their cases, provided that they be given six months notice in ad-

vance of the scheduled time of the examination. Candidates who failed to meet this schedule can maintain their candidacies only by completing the PhD degree as well as meeting other Board requirements.

#### GENERAL POLICY REVIEW

In the September 1950 report, the Board indicated that it had discussed certain issues with the Board of Directors of the APA in an effort to arrive at a basic policy consistent with all interests in American psychology. This Board is fully aware of the fact that its liaison and communication with the parent group must be continuing and close if it is to discharge its responsibility effectively. Even though the Board of Examiners is a separate corporate entity, it was in the last analysis created to serve the interests of professional psychology and these interests are also, in part, the interests of the American Psychological Association. Thus it has been necessary from time to time for this Board to present other broad policy matters to the Board of Directors of the APA and in accordance with this general procedure, it has consulted with the Board of Directors both informally and officially during the past year. It is the intent of this Board to continue such consultation whenever necessary and to seek guidance on broad professional policies from the parent group. The Board of Examiners is most appreciative of the consideration that the APA Board of Directors has given to its problems and feels that its liaison with the parent organization continues to be both strong and effective.

One policy issue upon which the Board reached a decision during 1951 concerned the amount of professional experience which must have been accumulated subsequent to the award of the PhD degree. During these first years of its work, the Board has not deemed it wise or fair to establish a rigid policy of post-doctoral experience requirements in view of the many changes in professional psychology prior to, during, and after World War II. As these situations have become ameliorated, however, and as training programs have become somewhat more systematic, the Board feels that it is now appropriate to move in the direction of a policy regarding post-doctoral experience. The policy that has been adopted therefore is as follows:

Effective at this time, all candidacies received up to, and including December 31, 1952 will have to present two years of post-doctoral experience out of the required five years of qualifying professional experience. All



candidacies received up to, and including December 31, 1954 will have to present three years of post-doctoral experience out of the required five years of qualifying professional experience. All candidacies received up to, and including December 31, 1956 will have to present four years of post-doctoral experience out of the required five years of qualifying professional experience.<sup>2</sup>

This policy statement was first published in the May 1951 issue of the *American Psychologist* and is effective from the date of that publication. It is repeated here as part of the official record of Board activities.

#### CONCLUSION

This report presents in some detail the activities of the Board of Examiners for the period ending September 1951. Special attention is called to the accounting of all candidacies presently before the Board. The Board is ready at any time to make additionally available to the APA membership any information, except that of a confidential nature,

<sup>2</sup> The policy was modified after the writing of the present report to take account more nearly of the academic year with respect to the awarding of doctoral degrees. See *American Psychologist*, Vol. 6, Number 10 (October), p. 559.

which will assist in the understanding of its operations. The annual audits of the Board are open for inspection at the office of the Secretary-Treasurer, as are the policies of the Board recorded in the official minutes of Board meetings.

Effective October 1, 1951, Dr. Noble H. Kelley will become Secretary-Treasurer of the Board with offices at the University of Southern Illinois in Carbondale, Illinois. All Board correspondence on and after that date should be directed to Dr. Kelley. A future announcement in the *American Psychologist* will list the new officers and members of the Board after the official meeting which will be held September 1951.

MARION A. BILLS  
JOHN G. DARLEY  
CARLYLE JACOBSEN  
NOBLE H. KELLEY  
GEORGE A. KELLY  
JEAN WALKER MACFARLANE  
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*Manuscript received August 15, 1951*

# ETHICAL STANDARDS FOR PSYCHOLOGY

## SECTION 1, ETHICAL STANDARDS AND PUBLIC RESPONSIBILITY

### SECTION 6, ETHICAL STANDARDS IN TEACHING

#### APA COMMITTEE ON ETHICAL STANDARDS FOR PSYCHOLOGY

*Introduction.* In this issue of the *American Psychologist* we present the final two sections of a proposed statement of ethical standards for psychology. Suggestions that have been sent to the Committee in reaction to previously published sections indicate the need for a few explanatory comments, and we are also at a point in the development of the code where we need to ask for specific guidance from members of the profession. These introductory remarks will serve both purposes.

Section-by-section publication of the statement has made it difficult to see the whole, and to know how the parts fit together. An outline of the proposed document will serve to clear up this difficulty and is presented below:

- Section 1, Ethical Standards and Public Responsibility
- Section 2, Ethical Standards in Professional Relationships
- Section 3, Ethical Standards in Client Relationships
- Section 4, Ethical Standards in Research
- Section 5, Ethical Standards in Writing and Publishing
- Section 6, Ethical Standards in Teaching

With the exception of one part of Section 3, concerning the distribution of psychological tests and diagnostic aids, all of the sections are in tentative form and do not represent official policy of the American Psychological Association. They have been presented in tentative form as a part of the process of developing the statement, to make it possible for psychologists to study the proposed code and make suggestions for its revision before it is submitted to the Council of Representatives for approval.

*Plan for two documents.* The Committee proposes to prepare two documents before completing its work. One document will be a detailed consideration of ethics in psychology, including incidents, principles, and notes elaborating on the principles—a booklet containing essentially the

same materials that have been presented in this journal, with revisions that will be made during the course of this year. This detailed and specific document would be for distribution only within the profession. The second document will be a succinct statement of ethical principles, without the incidents and the detailed elaboration contained in the first booklet. The more generalized formulation will be similar in appearance, though not in manner of derivation, to the familiar codes of ethics of other professions. This brief document could be printed in pamphlet form and made available not only to psychologists but to other professional workers, to legislators, and to the public.

*The incidents.* The final publication of the entire statement will be prefaced by an introduction describing the purposes of the code and the procedures followed in its development. One source of misunderstanding that will be cleared up in the introduction concerns the nature of the incidents. The incidents should be thought of as the raw material with which the Committee worked in the derivation of ethical principles. Some of the incidents reflect issues of competence or of social and professional courtesy without clear-cut ethical implications; we thought it more helpful to include these borderline incidents than to omit them. Some incidents suggest courses of action that appear to be unethical; it should be said explicitly that the Committee does not necessarily agree with the ethical generalizations expressed in the incidents. The incidents cannot be thought of as an accurate sampling from the universe of ethical problems of psychologists; it is a first approximation which should be made more accurate through a continuing process of revision.

*Study groups on ethical standards.* All sections of the proposed statement of standards are now available for study, and we come to what is perhaps the most crucial stage in the development of the code. Your Committee, using materials supplied by about a thousand psychologists, and with

the direct assistance of about forty members of subcommittees, has prepared a first tentative statement. At this point it is exceedingly important that the statement be studied carefully and then revised in order that it may express as accurately as possible the ethical commitments and aspirations of psychologists. The Committee can only serve as the instrument by which psychologists can make explicit the ethical standards to which they would commit the profession. The Committee needs to know in what specific ways this first tentative statement of standards must be changed to have it represent faithfully the ethics of psychologists.

We propose that groups of psychologists over the country accept responsibility for a careful study of this first draft and for making suggestions for revision. The Committee of Departments Offering Doctoral Training has agreed to include the proposed code as a subject for study in professional problems seminars. It is hoped that faculty and students of departments of psychology not offering doctoral training will also discuss the statement and let us have the guidance of their thinking. We hope also that local groups of psychologists and state and regional associations will include in their programs for the current academic year discussions of the proposed code. The Committee has prepared a brief bibliography on ethics in psychology which can be used to provide background for such discussions.

*Suggestions needed.* Among the kinds of reactions needed by the Committee are:

1. Does the statement in total express standards that are worthy of the profession of psychology, that are more than a reporting of practice but a sensible expression of ethical aspirations as well, and that psychologists can adopt for their general guidance in ethical matters?

2. Are there principles which are unrealistic, inappropriate, ambiguous, unhelpful, too lenient or too severe, incomplete, or in any way inadequate?

3. Are there serious omissions or inappropriate weightings of particular areas?

4. Are there incidents which need to be replaced or supplemented to obtain more effective illustration of ethical problems?

5. In the introductory statements and elsewhere in the code are there any assumptions about the

profession of psychology which are inaccurate or inappropriate?

6. Are there errors in the mechanics of publication, or are there infelicitous phrasings, that should be corrected?

We request that criticisms be as specific as possible, with reference to numbered sub-sections of the code. The Committee would welcome suggestions as to how particular statements considered inadequate should be phrased. Additional incidents that may present more pressing or more subtle ethical problems are also solicited. Please send the results of your thinking to the chairman of the Committee.

*Proposed next steps.* During the next year the Committee, guided by suggestions emerging from nation-wide study of the code, will make a revision. This revision, assembled in two documents as described above, will be submitted to the Council of Representatives at the 1952 meeting of the Association for consideration and possible adoption. At that time recommendations will be made to provide for the continuing study and revision of the code in order that it may remain a sensitive expression of the ethical commitments of psychologists.

#### The Committee on Ethical Standards for Psychology

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## SECTION 1

### ETHICAL STANDARDS AND PUBLIC RESPONSIBILITY

#### 1.1 GENERAL OBLIGATIONS AND RESPONSIBILITIES OF THE PSYCHOLOGIST TO THE PUBLIC

##### *Introduction*

The criterion here adopted of the worth of a profession is the value of its contribution to the welfare of man. Psychology as a profession seeks to make its contribution by two kinds of endeavor: by scientific research, which is dedicated to furthering our knowledge of man, and by professional service, which is devoted to bettering man's condition by applying this knowledge to the solution

of human problems. However, the welfare of man is served by a profession only in an abstract sense; the responsibility rests concretely upon the individual. Whether the individual psychologist can properly discharge this responsibility will depend in part on his scientific and technical competence, and in part on the values that define his relationships with other people. The values he holds should reflect his commitment to the welfare of man. For this reason, first place is given in this statement of ethical standards to the social responsibilities of the psychologist.

## 1.11 THE OBLIGATIONS OF THE PSYCHOLOGIST AS SCIENTIST, AS PRACTITIONER, AS CITIZEN

*Problem*

The public responsibilities of the psychologist may be considered with reference to the several roles he may take: scientist, practitioner, and citizen. These roles present certain broad problems of an ethical character that should be considered at the outset of this statement of ethical standards. Can the psychologist as scientist be interested only in the pursuit of "truth" and unconcerned with the consequences of his endeavors? In offering professional services, does it make any difference to whom the psychologist sells his skills? What should be the position of the psychologist when special interest groups seek to enlist his aid? How should the psychologist meet totalitarian insistence on intellectual conformity? How should he react to pressures to support current social institutions that he believes are working against the best interest of men? What are his responsibilities for protecting the public against error in research or incompetence in practice? Under what circumstances should the psychologist offer his skills without compensation as a public service? Only general answers to such important questions as these may be found in this introductory section of the code. The following incidents will suggest the varied contexts in which such problems arise, and provide background for some basic principles. The psychologist's day-by-day working commitments on such fundamental matters must be inferred from the many specific problems, incidents, and principles that make up the body of this statement of ethical standards.

*Incidents*

1. A psychological research agency was asked by a partisan group to give professional help in studying their community for purposes of social reform. The special interest group felt it would gain an advantage over the opposition if the psychologist were "on its side." The consultants agreed to participate in the project provided all groups involved in the problems to be studied were given an opportunity to participate in the program. (873) \*

\* The numbers at the end of each incident are file numbers which make it possible to locate original accounts.

2. An industrial psychologist was offered an assignment to construct an attitude test which would serve to eliminate "union-minded" job applicants from serious consideration for employment. Would it be ethical to accept such an assignment? (829)

3. A superintendent of a school system was anxious to maintain the *status quo* for the Negro population, and was against de-segregating schools in a community where most of the people were in favor of a single school system. A psychologist employed by the school system was asked to talk to a community group in regard to possibilities of putting through de-segregation legislation, etc. The ethical issue involves one of giving information and opinion based on the psychologist's own belief and knowledge, thus publicly disagreeing with the head of the system by which the psychologist is hired. My opinion is that psychologists have an obligation to express their views in such a situation if we are to maintain a psychologically sound environment for school children. (571)

4. A firm has for some years been engaged in personal diagnosis and counseling in industry. When queried about the validity of their procedures, testimonial type of evidence is offered. There is no evidence of systematic follow-up, nor of any experimental evidence from the use of controls. The firm is trading on the name of psychology, but to date no public report on their work has been made. Anyone assuming responsibilities in the field of professional psychology has an obligation to the public and to the profession to check on the validity of his procedures and, where appropriate, to report the results. (440)

5. A student, working in the animal laboratory on a problem related to food-seeking drive, faked some of the data. After his report had been accepted and a grade reported, I discovered that some of the data were purely imaginary and in line with what the student thought I had expected. The student did not continue his graduate work in psychology. (127)

6. As the psychologist tends to work more and more in the general hospital environment, we may anticipate contact between the psychologist and patients with a variety of infectious diseases, tuberculosis, infectious hepatitis, poliomyelitis, and the like. The general ethical problem raised here is the determination of whether the clinical psy-

chologist serving in medical institutions is to become a highly protected person entitled to more consideration than is true of any other individual who claims to be of service to the sick. I think it is an ethical and moral responsibility to recognize that training of clinical psychologists must include preparation of the individual to work with those having infectious processes. (50)

7. A psychologist has seen thoroughly bad diagnoses and recommendations made in connection with clients having various handicaps. The diagnoses have been made by unqualified persons appointed by the state. Without regard for the possible loss of good will in some areas, he has worked through the state psychological association to raise the standards of testing, diagnosing, and recommending by state appointed individuals. (429)

8. An industrial psychologist with long experience discovered empirically a method of selecting certain types of executive ability of great apparent value to a certain firm. The firm hired him full time for personnel work at a very high salary, with the understanding that he would use his selection procedure solely for the benefit of this firm. The method has never been published nor exposed to scientific scrutiny. The firm is satisfied, so too the psychologist. From the point of view of competitive business ethics the arrangement seems justified; but the secrecy is blocking scientific progress. Two ethical codes seem to be in sharp conflict. What should be the attitude of the professional colleagues of the psychologist? (1075)

9. A psychologist, feeling strongly that the public and the profession would be served by legislation governing the practice of psychology in his state, took a year's leave of absence from his university position to represent the state psychological association in its attempt to obtain licensing for psychologists. His efforts represented a real public service. (1023)

**Principle 1.11-1.** As a scientist, the psychologist is committed to increasing man's understanding of man, and in this pursuit he places high value on objectivity, on integrity of procedure, and on full reporting of his work; he investigates where his judgment indicates investigation is needed; and he believes that society will be best served by his efforts when he follows conscientiously the method of science.

A. The psychologist must go where his data take him, and resist pressure to produce findings in accordance with expectations not relevant to scientific procedures. He should be on guard both against social and institutional pressures and his own needs to arrive at particular findings.

B. The psychologist should champion the right of other scientific workers to explore where they will, basing his judgment of their work not on the acceptability of results but on the adequacy of their procedures, and on the significance of their contribution to the body of scientific knowledge.

**Principle 1.11-2.** As a practitioner, the psychologist should strive at all times to maintain highest standards in the services he offers. Because the psychologist in his work may touch intimately the lives of others, he bears a heavy social responsibility, of which he should ever be cognizant.

A. The psychologist who offers professional services involving procedures that have not been tested or accorded general acceptance is ethically bound to seek and present scientifically acceptable evidence of the validity of the procedures, in order that the public may be assured of dependable service.

B. The psychologist offering professional services is expected to do a reasonable amount of work for persons in need who cannot afford to pay, or for community or charitable agencies.

C. Psychologists engaging in certain kinds of professional work must be willing to accept personal risks, such as exposure to infectious diseases or to various dangers, as do other professional workers.

**Principle 1.11-3.** As a citizen, the psychologist should discharge the ordinary obligations of an individual in a democracy, and in addition, he should recognize that he has special research, service, and instructional skills which should be used wisely in the interest of society.

**Principle 1.11-4.** The science of psychology puts into the hands of psychologists instruments and techniques of tremendous social power. There can be no prescription of how psychologists should use this power, except as custom will dictate and as certain suggestions may be presented in a code of ethics. However, the responsibility of possessing such power is great and each psychologist is ethically obligated to concern himself with the social consequences of his professional endeavors. The psychologist should know for whom he is working and why.



## 1.12 PROBLEMS INVOLVING DIVIDED ALLEGIANCES

*Problem*

Very often the resolution of ethical problems requires that the psychologist choose between two or more interests that are in conflict. Is the psychologist's loyalty owed primarily to the social group, or to his individual client, or to the profession, or to himself? There is of course no simple answer to this question. Seldom do ethical issues present clear-cut loyalty requirements; if they did, there would be little need for this detailed consideration of ethical standards. Most situations where ethical decisions are necessary involve an implicit hierarchy of loyalties, and this hierarchy has to be redefined for each situation. The equation of ethical responsibility is a complex one; weights for the variables must be computed anew as each new ethical problem is solved. In this section, the issue of divided allegiances is brought into focus, as a setting for a summary principle defining in general terms the direction of loyalties of psychologists. More specific demonstrations of the values to which psychologists are committed are available in abundance in the subsequent sections of this code.

*Incidents*

1. As a counselor, I frequently have to decide whether my obligations to my clients are stronger than my obligations to the university which pays me. For example, a client confided that he was systematically stealing from the university. After telling him what I was going to do, I suggested to the proper authorities that security measures might profitably be tightened in the supervision of the group of some thirty employees with whom he worked. It was therefore possible for me at least to suggest to the proper authorities that someone was stealing, and there was very little possibility that anybody could identify the particular patient involved. Sometimes conflicts in loyalties can be resolved without damaging anyone. (881)

2. A man, age about 60, came to a psychologist, a Diplomate in Counseling and Guidance. According to his story, the client had tried many jobs and had found it difficult to stick to any job after the newness had worn off. Repeated marriages were unsuccessful. He now had an opportunity to enter the field of counseling with a private firm which desired to add counseling to its employment service. One

of his unsolved problems was securing suitable tests for administration to prospective clients. Did the psychologist have an extension course in which he could enroll? Could he get a master's degree in one year? Where could he get tests? The conflict: as a counselor, the psychologist wanted to help the man get a job; as a citizen he was obligated to protect the community against chances of malpractice. (832)

3. A psychologist was asked by a psychiatrist to examine a patient accused of sex offenses. The results showed that the client was emotionally unstable and disturbed sexually. The psychologist believed him capable of committing such offenses. The community was aroused by a series of offenses attributed to the client but with no real proof. Should the psychologist have appeared in court to testify, when the testimony would have thrown suspicion upon the client who had, through the psychiatrist, retained the psychologist? The psychologist refused to testify in court unless the psychiatrist also requested the testimony. He did not wish the psychologist to testify. Legally, the situation is clear. Morally, to what extent should the psychologist have felt an obligation to the community? (745)

4. A man preparing for the ministry came to a counselor on the staff of a seminary with the story of active and continued homosexuality. The counselor faced the problem of seeing the man graduate and being given the responsibility of a church, or of persuading the man to get therapy or change his professional plans, or of approaching the administration regarding his graduation. The counselor first spoke to the man who still made no effort to get help or change his course. The counselor then told the story to the administration and the man was persuaded to leave the ministry. The counselor believed that the welfare of the many was to be valued more than the keeping of confidence with a man who was making no effort to justify that confidence. (187)

5. A large school system in a foreign country was setting up child guidance clinics and wanted to employ persons to do psychological work. The psychological association wanted to have psychologists employed, and not teachers with some psychological training. In one case where there was a question of one particular psychologist as compared with one particular teacher, I felt a dilemma because I realized that in one case the teacher was

the better person of the two. On the other hand, I realized that if a teacher were appointed to this *new* position, there was 100 per cent probability that this position would in all future cases be given to a teacher, even when we later on would have psychologists of much higher qualifications to offer. I chose to work for the psychologist in hope that he would do well enough and in order to keep the position for professionally trained persons in the future. (472)

6. A graduate student and a friend of mine was neurotic and tended to drink heavily. He was doing a rat experiment. Because of his condition, he did the experiment inadequately—he frequently missed days of running the subjects and sometimes ran the animals when he was very drunk. What was the “ethical” response for me to make? Inform the professor, which would have resulted in his being fired, or keep quiet and protect my friend? This problem is essentially a conflict between scientific honesty and personal friendship obligations. (775)

7. There is the problem faced by a teacher of psychology who found that on objective tests the low scores are made by Negro students. He is aware, however, that (a) these students have suffered under a continuous environmental handicap, and (b) many of them can do a constructive job of leadership in their local community. Limited as their resources are, they still have much to contribute. A failing grade could be a severe personality blow and possibly detrimental to their social usefulness. It is argued by some of my Negro friends that we do the race a disservice in the long run by making any special allowances. I find this a question of conflicting values. (947)

8. A psychological research organization got a contract with a large company in a highly competitive field to do selection work and research on basic problems of abilities required for successful performance in the field. The company at first insisted that there be no publication of the results of the research. The psychologists involved agreed to let the company keep secret the specific procedures developed but insisted on the right to publish the results of basic research. The company finally agreed. (1016)

**Principle 1.12-1.** The psychologist's ultimate allegiance is to society, and his professional behavior should demonstrate an awareness of his

social responsibilities. The welfare of the profession and of the individual psychologist are clearly subordinate to the welfare of the public. In nearly all circumstances, the welfare of the public, of the profession, and of the individual psychologist can best be served by placing highest value on the immediate responsibility of the psychologist. In research, the responsibility of most weight is the pursuit of understanding; in service, the responsibility of most weight is the welfare of the client with whom the psychologist is working.

#### 1.13 ISSUES INVOLVING SOCIAL VALUES, SUCH AS RACIAL OR RELIGIOUS PREJUDICE, FREEDOM OF SPEECH, FREEDOM OF RESEARCH, ETC.

##### *Problem*

Many thorny problems arise when the professional activities of psychologists become involved with issues bearing upon democratic principles and the rights of individuals. We are members of a society which has but imperfectly incorporated the principles upon which it was founded, and we are thus heir to confusions that enter the professional life of psychologists at many points. Not the least of the difficulties arising in the establishment of ethical principles in these areas springs from the fact that the issues involved arouse strong feelings on the part of psychologists, and it would be foolish to claim that psychologists as individuals always think calmly and without bias on such matters. We believe, however, that the issues must be faced, and that the American Psychological Association must make its position clear on these vital public problems.

##### *Incidents*

1. As the result of a selection research personnel program in a medium-sized company, statistical analysis revealed that a certain national group had a slightly higher criterion score for reasons which were independent of any inherent ability difference between this national group and other groups. Because of this difference in performance, the management took the position that identification of national group membership should be one of the predictor variables. The research analyst recommended that national origin or national group membership should not be included as a predictor variable for ethical reasons. Ethical reasons considered by the psychologist involved the undue

preference which would be given this group as opposed to other groups. (498)

2. I was invited to apply for a position of psychologist by the head of the clinical division of a university. Between the time of my application and the time the appointment was to be made, I met a professional person affiliated with that clinic. He informed me that I could not get the appointment because he did not want the clinic to be called a "Jew Clinic." I did not get the appointment. (100)

3. A committee on un-American activities started an investigation on a university campus. The primary question the agents for the committee asked were about membership in the Communist Party, friends and associates, and about participation in organizations concerned with liberal political causes, refugee relief, civil liberties, peace and the like. These latter questions were designed to imply that participation in any of the above organizations was evidence of concealed membership in the Communist Party, and evidence that the person under question was probably a foreign agent. A psychologist had the attitude that such questions are an improper invasion of civil rights; and that to participate with the committee would be an immoral relinquishment of a foundation of democracy. (943)

4. I was attending a staff meeting at a large university when someone suggested that a particular student should not be accepted for a valued training program because he was Jewish. I felt very good when the new chairman of the department said flatly that as long as he was chairman there would be no such distinctions made. This put a stop to discrimination that had been going on. (1019)

5. A vocational adviser projected his stereotype of a minority group into the advisement procedure, thereby attempting to persuade a Negro client to accept a lower level objective than the client was capable of reaching even with a realistic social handicap. I believe that if a psychologist agrees to accept a human being as a client he should be expected to give as objective and as high quality professional service as possible, regardless of race, color, creed, or fee involved. (286)

6. During the war a psychologist worked for a large manufacturing organization, developing and administering tests. He was also expected to call attention to glaring instances in which the employ-

ment department should have referred a person for testing and did not. In view of the tight labor market, the employment office wished to employ almost all white women applicants and eliminate a substantial number of Negro women applicants without, however, running the danger of a charge of discrimination. It thus came about that most Negro women were referred for testing whereas a great many white women were not referred. The psychologist did not protest. He maintained that the situation was a management problem which did not involve the question of professional ethics. (912)

7. A psychologist working in a state institution lost his position because he was an active worker for a political party. The supervisor, a clinical psychologist, not only upheld the action of the director who did the firing but also told him that if he were ever requested for references he would have to mention this matter and indicate this as an area in which the psychologist (who was fired) had "no insight." My opinion is that a clinical psychologist should live and practice a democratic and humanistic ethic. Participating in political purges betrays a lack of regard for individual rights and an opportunism that ought to be foreign to the profession of psychology. (613)

**Principle 1.13-1.** The psychologist should express in his professional behavior a firm commitment to those values which lie at the foundation of a democratic society, such as freedom of speech, freedom of research, and respect for the integrity of the individual. He should claim these rights for himself, and vigorously champion them when an effort is made to deny them to others.

A. The psychologist may not ethically refuse to serve a person because of race, religion, or other considerations of similar nature, nor should he lend support to agencies which use such criteria to discriminate against individuals.

B. It is unethical for a department of psychology or for a psychological agency to exclude students or refuse to hire staff members on grounds of race, religion, political affiliation, socio-economic status, or similar concerns not relevant to the person's ability to perform duties that will be required of him.

C. A possible exception to the above may exist in states where the law requires violation of these basic rights of individuals. Here the psychologist may be expected to conform to the law while work-



ing to establish the principles to which he is committed.

**Principle 1.13-2.** The professional affairs of psychological associations should be kept separate from the interests and activities of any racial, religious, or political group, these matters being appropriately the concern of individuals and not of psychologists as a professional body.

A. This principle should not be construed as opposing the scientific study of racial, religious, political, or similar problems, nor does it imply that psychologists should not be concerned with such problems.

## 1.2 THE LEGAL STATUS OF PSYCHOLOGISTS

### *Introduction*

It is important for the public to be able to identify psychologists who are qualified to give professional services of dependable character, and it is in the interest of the profession to provide reliable means for such identification. Legal certification or licensure provides one efficient means of ensuring that only qualified persons offer psychological services to the public. In addition, the profession itself can do much to establish qualifications for work in the field. And there are sundry related problems pertaining to the relationship of the practicing psychologist to legal authority. Some of the ethical issues emerging from such concerns are presented in this section.

### 1.21 CERTIFICATION AND LICENSURE OF PSYCHOLOGISTS

#### *Problem*

As psychologists are increasingly called on to offer professional services to the public, it is to be expected and desired that there be legal regulation of the practice of psychology. At present, the pressure is greatest for the regulation of practice in the clinical area, where protection of the public and of the profession is most urgently needed. Other services which psychologists offer to the public, including business and industrial consultation and research, should also be appropriately governed by legislation. Only a few states have enacted legislation for the purpose of certifying, licensing, or otherwise providing legal requirements for psychological practice. Psychologists who work in states which do not as yet have legislation de-

fining their professional status and responsibilities to the public may profitably take guidance in their professional work from the laws of states which have such legislation. Representative statutes from several states will be printed in full in Appendix 1 and are here summarized as incidents illustrating provisions that have been made for clarifying the relationship of psychologists to legal authority.

#### *Briefs of Legislative Acts*

1. The State of Kentucky has a statute providing for the certification of clinical psychologists. A Board of Examiners appointed by the governor from a list of names supplied by the Kentucky Psychological Association is empowered to examine applicants and to determine their eligibility for certification. Applicants must meet citizenship requirements, have the Doctor of Philosophy degree or its equivalent from a recognized university, have at least one year's experience, and pass examinations given by the Board. Provisions are made for certification of established persons of recognized competence who do not meet formal educational requirements. The certificate awarded may be revoked by the Board if the person "has acted negligently or wrongfully in the conduct of his profession." After defining the functions of the clinical psychologist, the law states that "Nothing in this definition shall be construed as permitting the administration or prescribing of drugs or in any way infringing upon the practice of medicine as defined in the laws of this state." Privileged communication is provided for: "the confidential relations and communications between certified clinical psychologist and client are placed upon the same basis as those provided by law between attorney and client and nothing in this chapter shall be construed to require any such privileged communication to be disclosed." The use of term "certified clinical psychologists" or any term "which implies that (a person) is a clinical psychologist" may not be used by persons who have not been granted a certificate by the Board.

[Summaries of legislation in other states will be included in the final publication.]

**Principle 1.21-1.** In states which have legislation governing the practice of psychologists, the psychologist whose work is so governed should be thoroughly familiar with the provisions of the law, and he should strive to realize its intent as well as to satisfy its formal requirements.

**Principle 1.21-2.** Psychologists have an obligation to discourage the practice of psychology by unqualified persons and to assist the public in identifying psychologists competent to give dependable professional service. Constructive efforts to obtain legislation to achieve such ends, as through certifying or licensing psychologists, should be supported.

#### 1.22 RELATIONSHIPS OF THE PRACTICING PSYCHOLOGIST TO LEGAL AUTHORITY

##### *Problem*

In the states which do not have statutory provisions for governing the practice of psychology, legal interpretation of existing laws, initially passed to regulate other professional groups, may provide a basis for decisions affecting psychologists. There are also established customs bearing on the relationship of the professional worker to legal authority, which will provide useful guides to the psychologist.

##### *Incidents*

1. In a murder trial involving a university student as a defendant, a psychologist was denied privileged communication by the court and required to testify as to the content of a confidential interview he had had with the defendant. The defense entered an objection against his testifying. After a study of the state code which holds that "attorneys, counselors, physicians, surgeons . . . priests or ministers of the gospel" may not testify against persons with respect to information originating within the context of a confidential professional relationship except upon waiver by the person involved, the judge ruled that a psychologist did not come within the immunities conferred by the privileged communication statute. The psychologist was confronted with the dilemma: he could testify and thereby breach a confidentiality implicitly promised the defendant and also possibly hurt the university counseling center, or he could refuse to testify and be cited for contempt of court. The psychologist, after giving the matter most thoughtful consideration, decided to accede to the order of the court. His decision was made primarily on a belief that such issues should be clarified by legislative process rather than by civil disobedience, and on a recognition of the possibility of the public being best served by the legal code as it stood, until such time as psychologists were

duly licensed in the state. (See *American Psychologist*, 1950, 5, 496-498 for more detailed account.)

2. A neurosurgeon referred to a psychologist for examination a man who had been in an accident and who was bringing a civil suit against the person responsible for the accident. As on many previous occasions, the surgeon desired the psychologist to administer a battery of tests to enable him to have a better picture of the patient. In this particular case the tests indicated that the subject was suffering from some encephalopathy, and when the case was tried in Federal court, the psychologist was requested to testify by the plaintiff. As soon as he took the witness stand, the defense attorney raised a question as to the qualifications of a psychologist. The judge excused the psychologist, saying that he was going to study the case. The next day he ruled that testimony from a psychologist could not be admitted as testimony of an expert witness. Several weeks later the same psychologist was asked to testify in a district court presided over by a different judge. This time the testimony was accepted without any hesitation, and he was treated in a manner accorded to a physician involved in the case. (936)

3. A psychologist in private practice was contacted by a reporter of a large daily newspaper concerning his opinion of the personality of the defendant in a criminal case. A few days later a front page article appeared containing direct quotes of the psychologist's opinions concerning the defendant's behavior, personality, and motivation. I believe it is unethical for a psychologist to give newspaper interviews concerning a court case still in progress since it might prejudice the decision in the case. Furthermore, it is unethical for the psychologist to give professional opinions about a person he has not examined, or to release such opinions without the permission of the person. (361)

4. A psychologist is engaged in private practice. The medical practices act in the state in which he practices provides that only those persons licensed thereunder (which does not include psychologists) may diagnose or prescribe for "any illness, physical or mental." A woman presents herself for treatment. The psychologist diagnoses the difficulties as "frigidity" and prescribes treatment to remedy the situation. Should a psychologist ever engage in any type of practice in violation of a law, even if

he feels competent to practice in the prohibited area? (387)

5. A lawyer was referred to me in connection with a case involving litigation over an estate. The people involved were probably psychotic, though not institutionalized. In spite of hesitation on my part to serve, the lawyer wanted to use me as an expert witness. The point was made to him that psychologists would probably have no legal status in the eyes of the court; therefore his position would be subject to very telling attack by the opposition. He was told that he could probably find a medical doctor who would have more status in the eyes of the court regardless of his particular competence in giving testimony on the question at hand. (841)

6. A psychologist appeared as a witness in a criminal case and gave damaging evidence regarding the character and personality of the accuser based only on the observations that he had been able to make of the man's behavior on the witness stand during the course of the trial. I question whether one should submit as informed psychological opinion conclusions which are not based on procedures acceptable to qualified professional persons. (1024)

**Principle 1.22-1.** In the absence of legislation or judicial ruling to the contrary, psychologists of a state may ethically take the position that they enjoy the same status with regard to privileged communications as do other professional workers offering comparable services to the public, recognizing that the confidentiality of professional relationships must be protected if the public is to have trust in psychologists and benefit from their services.

A. This principle is recommended as a guide to ethical behavior on the grounds that: (a) the work of the psychologist is often similar to that of other professional workers who have been granted privileged communication by custom or law in the interest of society, (b) there is legal precedent in favor of this assumption, as well as against it, with the reasonable expectation that future decisions may uphold this right in the interest of the public welfare, and (c) the legislation that has been passed in several states makes specific provision for privileged communication for psychologists, thus giving legal recognition to the necessity of maintaining professional confidences.

B. The client of a psychologist has the right to

know the legal status of the psychologist with regard to preserving the confidentiality of their communications.

C. If by judicial ruling a psychologist is required to give testimony based on information obtained in confidence, he may accede to the ruling, recognizing that the issue might best be settled not by individual action but by due process of law.

**Principle 1.22-2.** A psychologist offering professional services to the public should be familiar with legislation governing the practice of professional workers in closely related fields, particularly that of medicine, in order that his practice may clearly conform to public expectations as embodied in legal requirements.

**Principle 1.22-3.** When testifying as an expert witness, the psychologist should make only such statements as he is qualified to offer on the basis of his professional training and experience, and which he can substantiate by evidence that would be acceptable to recognized specialists in his same field.

**Principle 1.22-4.** Psychologists as citizens in a democracy have the right to test the validity of a law or the ruling of a court. Although several principles in this code recommend conformity to legislation or legal judgments, they should not be construed as denying a psychologist the right of protest or as making unethical his adherence to a higher personal ethic.

### 1.3 MAINTAINING STANDARDS OF COMPETENCE IN PSYCHOLOGICAL WORK

#### *Introduction*

The public confidence which psychologists now enjoy has been won by substantial achievements in scientific research, by creative writing and teaching, and by offering professional services of high quality. This confidence can be sustained and furthered only by constant attention to all of the factors that lead to competence in a profession. Colleges, universities, and other training agencies have a responsibility to the public for the careful selection and instruction of new candidates in the field; ethical problems related to the preparation of psychologists are covered in Section 6. Professional organizations share with training institutions and with individual psychologists a responsibility to the public for maintaining high standards of competence and performance in the profession; the



unique ethical problems of professional associations of psychologists are examined in the last part of this section. Here we need to be concerned with the requirements that the individual psychologist must make of himself if he is to live up to professional expectations, and with the responsibility of one psychologist for the professional standards of other psychologists.

### 1.31 PERSONAL RESPONSIBILITIES FOR MAINTAINING HIGH STANDARDS IN PSYCHOLOGICAL WORK

#### *Problem*

With growing prestige and public recognition, psychologists are increasingly being called upon to make statements or perform tasks that fall outside their individual spheres of competence. Desiring to be of service, the psychologist may find it difficult to define the boundary between what he would like to do and what he is qualified to do.

#### *Incidents*

1. An individual with training in experimental psychology, statistics, and testing is employed in the personnel department of a large company. Management, knowing that it had a psychologist on the staff, started asking clinical judgments concerning individual employees. The psychologically trained individual recognized his limitations and declined to give "professional" comments on neurotic tendencies, emotional upsets, etc. (563)

2. Some unqualified persons give psychological examinations and quote quantitative results which are put on permanent official records. These figures, which are frequently erroneous, follow the person tested and frequently are an obstacle to opportunities for adequate treatment. I think particularly of infants and of cerebral palsied children, who quite often are incorrectly labeled "feeble-minded." (178)

3. I was asked by a local newspaper to give an opinion as to the possibility of hypnotism being used to extract a false confession in the trial of a clergyman in a foreign country. Not having adequate facts concerning the event, nor adequate evidence to support or deny the possibility, the invitation was declined with the statement that any guess in the incident would be hazardous. (120)

4. I was asked to appear as an expert witness in a court litigation involving confusion of colors of taxicabs. Before I was willing to accept the

assignment, I assured myself that I could qualify as an expert witness even though I had never published experimental research in the field of color perception. I believe that even within one's own field, a person should be careful not to give opinions unless he is actually qualified to do so. (79)

5. A psychologist, with little clinical training beyond that of remedial or vocational counseling, was serving in a small town as an industrial consultant. He was asked to counsel a case of personal maladjustment involving marital problems, family adjustments, etc. The psychologist was assured that the person in trouble could not afford to go to the nearest city for consultations, and that if the psychologist did not attempt therapy, the client would never receive any. As best he could, he counseled with the client. (157)

6. Although I have had no training or experience in clinical psychology or in psychotherapy, as a natural consequence of psychological discussions in my classes or at meetings before which I speak, there are frequent requests to answer questions, give advice, or in other ways engage in activities which imply treatment of psychological disturbances. The critical issue is how far one may proceed in complying with these requests. I believe that psychologists should clearly indicate to lay people the limitations of their own training and experience insofar as these relate to treatment of psychological disturbances. (215)

7. A PhD in psychology with training in general and experimental fields taught himself to give the Rorschach. With no clinical training whatsoever, he is now teaching Rorschach and other projective techniques. (428)

8. A consulting psychologist includes in his practice psychotherapy, child guidance, vocational counseling, remedial reading, speech work, improvement of conversation, projective testing, etc. Such widespread competencies are not likely to be found in one man. The question is whether a professional psychologist should attempt to work in an area in which he has not had adequate preparation and experience. (32)

9. At a hospital a person without any training in psychology is administering and interpreting vocational and clinical tests. He says he is doing this work under an official directive and insists on continuing the practice in spite of the fact that there is a qualified psychologist on the hospital staff. (347)

10. A graduate student with a master's degree in personnel psychology took a position as director of a vocational guidance bureau in a small municipal college. There were no qualified psychological examiners in the area of the state where this psychologist worked, and there was considerable pressure brought to bear on him by state and school authorities to get himself qualified so that he could examine children for commitment to an institution. The young psychologist decided to stand up against the pressure and to insist that he was not and could not readily become qualified to handle the types of cases the officials wanted to refer to him (882)

**Principle 1.31-1.** Psychologists in all fields should recognize the boundaries of their competence and not offer services which fail to meet professional standards established by recognized specialists in particular fields.

**Principle 1.31-2.** When stating opinions, the psychologist should recognize that he has a two-fold responsibility—to the public, which has confidence in him, and to his profession, which lends him prestige. Because of this responsibility, modesty, scientific caution, and due regard for the limits of our knowledge should characterize his statements.

#### 1.32 RESPONSIBILITY FOR ETHICAL STANDARDS AND PROFESSIONAL COMPETENCE OF OTHERS

##### *Problem*

Whether or not to concern oneself with the behavior of other psychologists or of other persons claiming to be psychologists presents a dilemma. On the one hand, psychologists recognize the need for maintaining highest standards, both of ethics and of competence, among those who give psychological services of any kind to the public. On the other hand, psychologists share a cultural reluctance to meddle in the affairs of others. The discomfort felt when one is confronted with behavior that is professionally unacceptable attests the need for consideration of this problem.

##### *Incidents*

1. I have listened to a psychologist friend violate the confidence of a client, mutually known to us. I believe that each member of the APA has a responsibility for warning or correcting in some way the ethical violations of fellow-members that

come to his attention, even if the infractions of the code are not of scandalous proportions. (5)

2. At a night club one sees a man dressed in blue academic robes, wearing a mortar board. A card on each table announces the name of the man, followed by the letters "PhD." He announces that "a personalysis of your hand-writing will make you laugh at strictly scientific answers humorously phrased." What should I do as a psychologist? (1)

3. A psychologist made frequent statements to students and faculty that he was being persecuted by his department head. These accusations appeared to be entirely false, but led to suspicions and dislikes among the faculty. His behavior was continued in a military situation during the war and resulted in undue hardships for those under this individual's command. I felt that as psychologists we had an obligation, with ethical implications, to try to help the fellow get at the root of his difficulties. All that was ever done was to assign him to projects where he did not exert control over others. (182)

4. One of our junior staff members, a graduate student in psychology, habitually makes scientifically indefensible statements in public talks. Admonishing him has produced no change in his behavior. What further obligations do we have to the university and to the profession? (910)

5. I have taken it as my duty to discourage an unqualified individual from attempting to set up an industrial counseling service in this city. The party came voluntarily to me for advice. His motives were laudable, but his qualifications were not on an equally high level. (861)

6. A person calls himself a psychologist but is reticent about his background and shows no professional training or degrees. He has advertised testing services for both individuals and industry. The university in the locality offers the same service with qualified professional workers and at nominal fees. In such cases, what should be the procedure of the university? Should it take initiative in making the facts known to the public? (749)

7. A young psychologist on a university staff supervised a number of master's theses, which were published or submitted for publication, always with the psychologist appearing as senior author and the student as junior author. A colleague, who had gotten to know him fairly well, pointed out that

this consistent taking of major credit probably did not represent an accurate picture of his responsibility in all cases, and that he should think through the problem of publication credits. (1025)

8. Two psychologists who seem to have had a personal feud for many years each wrote an ethics committee for redress of grievances. The charges and counter-charges were quite involved and it was difficult to tell who was at fault, if, indeed, anyone was. The most apparent thing was, however, that the individuals were using an ethics committee as an instrument for hurting someone else, rather than in the interest of the public or of the profession. (1026)

9. A psychologist with a PhD from a leading institution has developed obvious personality difficulties and is no longer able to get or hold a teaching position. He has a monograph in preparation, however, which promises to be a substantial contribution to the science. What responsibilities does a psychologist have in trying to get work for him? If letters of recommendation are requested, to what extent should the psychologist mention doubts raised by a semi-confidential appeal for help? What responsibilities does a psychologist have for a colleague he suspects of mental disability? (725)

10. A county school psychologist during one four months period "trained" 15 people in giving individual psychological examinations, the training given consisting of little more than a demonstration and passing out books and materials. These people were then assigned work with children which involved the administration and interpretation of the major individual psychological tests. (240)

11. A person with an MA degree in educational psychology, whose only affiliation with a particular university was teaching algebra in an engineering department during the war, was listed on the letterhead of a private employment agency as "Professor of Psychology at the University of —." The same man has permitted himself to be listed as PhD on the faculty of a theological school. The man is not a member of the APA, nor could he become one because of his ethical standards. Prompted by psychologists on the staff, the university involved has taken action in the two incidents cited above. (890)

12. An organization hired employees for psychological jobs when they had had no previous training or experience in the field. It was the

feeling of the employer that testing is a routine clerical job which could be adequately handled by any clerk and he has sent up all of his stenographic help to learn testing and scoring by working up in the testing department under the guidance of the "psychometrist" who had never had contact with testing before he joined the organization. Obviously, testing performed under such conditions as described above can yield only invalid results. (95)

13. A person assumes expertness in psychotherapy when his only training consists of the usual college major in psychology, with some emphasis on industrial psychology. He maintains that he "does not hold with the notion that clinical psychology or counseling has a particular content and requires particular training." In this respect he presents an unscientific and irresponsible attitude. (351)

**Principle 1.32-1.** The psychologist should insist on highest ethical standards and professional competence in persons with whom he is directly associated. If associates cannot be helped to achieve acceptable standards, the ethical psychologist should end the association.

**Principle 1.32-2.** In circumstances where psychologists or persons identifying themselves as psychologists violate ethical standards or offer inferior professional service, it is the obligation of psychologists who know first hand of their activities to attempt to rectify the situation. At times, violations of ethical standards can be handled most constructively by personal communications. At other times, the psychologist involved should report the details to an appropriate ethics committee. Choice of procedures in each instance should be determined by the interest of the public, of the people involved, and by a consideration of probable effectiveness of alternate courses of action.

**Principle 1.32-3.** It is unethical to use the good offices of an ethics committee for personal gain or for vengeance.

#### 1.4 REPRESENTING PSYCHOLOGY, PSYCHOLOGISTS, AND PSYCHOLOGICAL SERVICES TO THE PUBLIC

##### *Introduction*

The public becomes acquainted with psychology not only through formal courses in universities but more widely, if less accurately, through books, magazine articles, newspaper stories, radio pro-



grams, and movies. Sometimes psychologists are directly involved in supplying information to the public; more often psychology is interpreted to the public by persons with little if any psychological training. The public learns of legitimate psychological services through formal announcements and acceptable kinds of promotional activity; at the same time, the public may be enticed by lurid advertising to seek the services of a charlatan, often without awareness that he is not a qualified psychologist. In such matters as these, whether or not psychologists are directly involved, the public has much at stake and the profession much responsibility.

#### 1.41 ACCURACY IN PRESENTING PROFESSIONAL QUALIFICATIONS AND IN DESCRIBING PROFESSIONAL SERVICES

##### *Problem*

To the public, psychology is many things. There is little understanding of the various levels and fields of psychological training, or of the various academic titles so familiar to professional persons. Trouble arises even within professional circles by the historical circumstance that, in psychology, the PhD degree is used to designate the research worker and scholar, as well as the practicing clinician and consultant.

The title "doctor" badgers us with problems; for many people the term is synonymous with physician; at some universities, the title may be possessed but not employed, "Mr." being considered more modest and becoming; and, finally, the appellation, marking as it does the apogee of formal scholastic endeavor, invites the unscrupulous to appropriate it and the overly optimistic to adopt it too soon. The incidents below will suggest sundry ways in which professional qualifications may be misrepresented, and will lead to principles that will define as unethical those misrepresentations of professional qualifications that are likely to result in public harm.

Related to the problem of accuracy in presenting individual qualifications is the matter of describing institutions and agencies which offer services to the public. Here incentives to private gain may conflict with public welfare.

##### *Incidents*

1. A person opened a one-man office offering psychological services. In his publicity, he designated

himself as "Director of the Blank Guidance and Counseling Center." In the professional notice published in the *American Psychologist* he stated, "Mr. John Doe has been appointed director of the Blank Guidance and Counseling Center," giving the implication that the center was a large organization and that he had received an important appointment as its director. (508)

2. A member of my college faculty left to take a position designated as psychologist and social worker at the state institution for the feeble-minded. He has an AB degree and has done some graduate work. The superintendent of the institution refers to him as "Dr." and "psychiatrist," as well as "psychologist." My students, who do their practicum work in the institution, are disturbed to find a report prepared and signed over the typed signature, "Dr. Richard Roe, Psychologist." I would like to continue the relationship with this institution, yet I do not wish students to get the impression that the title of "doctor" can be falsely assumed with impunity. (936)

3. All members of the psychological staff at a veteran's hospital are called "doctor" and have signs on their office doors so designating them, although several of the persons have not completed their doctoral training. It is argued that this is necessary in order to give patients confidence in the psychological workers. (1027)

4. A psychologist without the PhD published a book which carried stamped on the cover his name followed by the letters "PhD." When questioned about it, he dismissed the matter as publisher's error, but the attitude of the psychologist struck me as professionally unacceptable. (1028)

5. A registrant with the APA placement service has each year for three years stated that he will take his PhD the next August. By now his statements are disregarded, and we have his form indicating that he has an MA. What should be done with his claims? (544)

6. Psychologist X has never obtained his PhD degree, although he has completed his course requirements. Then he opens a professional psychological service employing several junior psychologists. His juniors are instructed to address him as "Doctor" in front of all clients as it "creates a good impression." I consider this to be unethical behavior in which the client is misled into believing that the psychologist has a professional degree which he does not possess. (172)

7. A psychologist was approached by an individual purporting to be a "personnel consultant." He had sold his services to a large company by giving them the impression that he was well trained in the field, and that he was associated with the psychologist being approached. Actually he had not completed college, nor did he have any experience in psychological testing. The psychologist refused to cooperate with the "personnel consultant" although he had made a very attractive offer on a consulting basis. (34)

8. A psychologist with an MA degree moved to a new town and obtained a telephone immediately because of his professional affiliation. His name was carried in the directory with PhD after it. When inquiry was made, he explained that he had requested the telephone but that a friend had made out the application blank and listed him as a PhD to help speed installation. The explanation was accepted, although there was the possibility of intentional misrepresentation of his degree and of connivance to obtain a telephone under false pretenses. Although only indirectly involved, I suggested to the psychologist that he write a letter to the telephone company asking them to correct the entry, which he did. (764)

9. A psychology student claims a very close and interdependent friendship with a noted psychotherapist, and uses this claim to support a strange mixture of theory and technique that misrepresents the psychotherapist's views. He speaks authoritatively concerning theory and practice, intimating that the psychotherapist has passed on to him special insights not included in his published works. (791)

10. A psychologist engaged in private practice has cards printed as follows: Dr. John Doe, etc. There are no indications on the cards that Dr. John Doe is a psychologist with PhD. It seems to me to be an unethical means of mis-identifying with the medical profession. (307)

11. A person with a PhD in another field practices "clinical psychology" and calls himself "doctor" on the basis of this PhD. He has not received a doctorate in psychology. The general issue here is whether a person may practice psychology and call himself "doctor" when he has educational preparation in another field. (848)

12. A graduate student completed all work for the PhD except his thesis, which he finished two years later and was awarded the degree. In the

interim, he listed himself in the APA Directory as holding the PhD, applied for a job with the statement that he had the PhD, and permitted himself to be listed in the faculty of a university as PhD. During the year, he answered the telephone as: "This is Dr. —." (853)

13. A psychologist obtained a very desirable professional position through slightly falsifying his previous training and experience. He has been doing a good job for several years now and I have no doubt that on the basis of his work his employer would like to retain him. Unethical behavior in the past is concerned. It would seem to be the ethical attitude for this person to admit his earlier deception to the authorities and thus clear the atmosphere for himself as well as for others who share knowledge of his misrepresentation. (142)

14. Several educational institutions have been performing psychological services, charging a fee there for using graduate students as workers without making it clear that students are doing the work and that the services are offered as a part of a training program. I believe it unethical for an educational institution to offer psychological services with the implication that fully trained personnel are giving the service, unless such is the case. (366)

15. A college staff member is listed in two issues of the catalogue as having the PhD which he does not possess. The person concerned denies knowledge of the listing. Apparently both college officials and the individual share responsibility for the falsification and the failure to correct it. (611)

16. A person who puts on public demonstrations of hypnosis for entertainment purposes claims the endorsement of a well-known psychologist, whose "support" had been limited to approving one of his articles for publication in a journal. (303)

17. A psychologist has a private practice in clinical psychology which he designates "Family Counseling Center." It seems to me that it is a deception to the public to give an institutional designation to private practice, since such terms as Center, Institute, Bureau, Service, and the like carry connotations quite different from private practice. These institutional terms imply a non-profit organization administered by a board of trustees, with services rendered at cost by a salaried staff. (541)

18. A university lends its name to an "institute" which offers consulting services to business and in-

dustry. The director of the institute is paid a salary which he admits is a very substantial one, considerably more than is made by most university employees. The methods of the institute are similar to those employed by private consultants, and even less adequate than those of the better private organizations. Marginally trained persons are employed. The institute feels no responsibility for research or public service. It impressed me as being a slick device to make money using the university as a front and the "non-profit" notion as a come-on. (1031)

19. A psychologist runs a professional service, which he refers to as an "institute," in which students pay fees to him to learn a particular diagnostic technique which is taught also in local universities. There is nothing wrong with private tutoring but I question the ethics of using the term institute for such practice. (173)

20. A psychologist is listed in the APA directory and also a directory for speech pathologists as director of the psychological service of an organization. To my certain knowledge this individual has not been connected with this organization for at least one year prior to the printing of these directories. I do not know if he was affiliated with the organization at any time earlier. (340)

21. In a folder about a "Center," a psychologist lists under "Staff" persons who do not have offices in his Center, do not have regular hours and are not on regular salaries, but who are called in on occasion and are given a fee for the particular work done. At least one of them does not even come to the Center but has the client sent to his own office for testing. These persons, in fact, function as consultants in the usual sense of the term, not as staff members in the public's meaning of the term and it is unethical to list them as staff instead of consultants. (542)

**Principle 1.41-1.** It is unethical for an individual to claim either directly or by implication professional qualifications that exceed those he has actually attained. The individual is responsible for correcting others who misrepresent his professional qualifications.

A. The title "Doctor" should be used only by persons who have been awarded a doctor's degree from a recognized institution.

B. When formal designations of academic qualifications are required, as on letterheads, professional cards, or signatures, the psychologist with

the doctor's degree should give his name followed by the customary abbreviation of the degree which he holds; viz: John Doe, PhD. This is especially important when there is possibility of implication that the person has medical training.

C. The choice of designation "Dr.," "Prof.," "Mr.," "Mrs.," or "Miss," is a matter of individual taste, providing only that the individual has the qualifications or affiliations generally associated with these titles.

D. It is unethical to use a doctor's degree obtained in one field as evidence or implication of competence in an unrelated field.

E. It is obligatory of institutions, as well as of individuals, to present accurately their qualifications for public service.

F. It is unethical for a person to misrepresent his affiliation with an institution, organization, or individual, or to encourage others to assume affiliations which he does not have. Membership in the American Psychological Association should not be cited as evidence of professional qualifications or competence since membership in the Association does not certify a person with regard to qualification or competence.

**Principle 1.41-2.** Such terms as "Institute," "Bureau," "Foundation," etc., which imply that an agency so entitled is devoted primarily to the welfare of the public, through service, research, instruction, and other similar activities, should not be used in the title of an organization which offers psychological services as a business enterprise with the expectation of capital gain, nor should they be used to designate the professional activities of an individual.

A. It is clearly ethical for an individual to engage in private practice or for an organization to offer psychological services as a business; it is therefore misleading to the public and harmful to the profession to imply otherwise by the adoption of inappropriate titles. An honest representation of the nature of such an enterprise is much to be preferred, and commended, from an ethical standpoint.

#### 1.42 ANNOUNCING PSYCHOLOGICAL SERVICES AND ADVERTISING PSYCHOLOGICAL MATERIALS

##### *Problem*

Psychologists offer numerous services to the public, ranging from clinical consultations to textbooks. Services and materials of different char-



acter impose different limitations on the way in which the public is informed of their availability. Clinical services must be described with restraint, to avoid possible injury to individuals and to maintain public and professional confidence in the work of psychologists. Somewhat more latitude may be appropriate in announcements of business services to business enterprises. Clearly, the psychologist in clinical or consulting practice must let the public know that he is ready and qualified to give services; publishers must inform people of materials they have to offer. The question is how such announcements and offerings are to be made.

Charlatans and persons operating on the fringe of professional psychology most frequently come to public attention through their advertising. What are the responsibilities of psychologists with regard to the advertising practices of persons who are not professionally qualified but who nonetheless present themselves to the public as competent practitioners?

#### *Incidents*

1. A clinical psychologist setting up practice in a new community was faced with the problem of letting people know that he was available for consultation, without violating ethical standards in regard to advertising. He accepted invitations to speak before groups. He called on all public agencies, physicians, and lawyers in the community. He advertised and gave a series of public lectures, but did not use the lectures to make personal claims. He attempted to arrange for a newspaper column on general psychological subjects, without success. He used direct announcements giving type of work done, his name, and office location. The question is: which of these practices are ethically acceptable, and which, if any, are unacceptable? (948)

2. A psychologist representing a firm which published tests acts as a consultant to a school system planning a guidance program. He makes known his business affiliations yet works to develop a testing program without showing special favor to the tests which his firm publishes, attempting to follow professional considerations in his recommendations rather than simply promote his own tests. (1076)

3. A man posing as a psychologist and calling himself "Dr." has sought to practice both industrial and clinical psychology in a city. He presents

no evidence of professional qualifications, yet he advertises widely, making false statements of his qualifications and competencies. (470)

4. A person designating himself as a psychologist issues handbills announcing public lectures. Following his name are the letters "PhD." He has a doctor's degree but it is not in psychology or any field closely related to psychology. His lectures usually deal with sex, and are followed by a dance. In a national magazine he has been referred to as a psychologist. What responsibilities do psychologists in the community have toward his activities? (1077)

5. A person advertised in a newspaper public demonstrations of hypnosis in which he claimed that he would help people overcome various handicaps. The officers of the state psychological association composed a letter to the editor of the paper in which they expressed concern with the hypnotist's activities and explained why they felt that his advertising and his activities were not in the interest of the public. The editor thanked them for their interest and refused to accept further advertisements of the sort. (1078)

6. The publishers of the classified telephone directory for a large city asked a psychologist what he thought of a classification of hypnotism being put under the listing of an individual claiming to be a psychologist. The psychologist's reaction was that it was unethical to advertise hypnotism as a clinical procedure, and he suggested to the publishers that they deny the advertiser this kind of listing. (952)

7. I agreed with an employment agency to provide testing services for employers who desired a psychological appraisal of candidates for positions. The question of advertising came up, specifically with reference to the manner of listing our services in the classified section of the telephone directory. Copy was prepared by the agency which contained evaluative statements such as the fact that only recognized standardized tests were to be used and that the interpretations made of test results would be prepared by persons of adequate training for the task. I declined to approve the use of this copy and insisted upon a straight listing of our services as aptitude and vocational testing. (683)

8. A psychologist in private practice advertised in local papers, giving "introductory" offers of testing for a nominal charge. In a conference I

questioned the ethics of his advertisements, and he discontinued them. He then acquired a quarter-hour period on the local radio station for descriptions of personal problems which he had helped solve. The program was presented by the station as a public service; actually it advertised the man and his office. His advertising created a very unfavorable opinion about him in the community. (592)

9. A psychologist designates himself on the outer door of his offices as "John Doe, Associate Member of the American Psychological Association." This suggests to the general public that his professional competence is endorsed by the American Psychological Association. (508)

10. A psychologist has published a pamphlet about the services he is able to offer. Among those services he mentions the "treatment of nervous diseases." Psychiatrists have made some objections to this statement. The psychologist has stopped advertising in that way. (463)

11. A psychologist wrote the Committee on Scientific and Professional Ethics and asked if he would be violating good ethical practice in placing on the window of his office a sign such as "Psychological Advisory Service, John Doe, PhD., Psychologist." The Committee gave its opinion that the use of such a modest sign indicating name and nature of service was acceptable practice. (35)

12. In a classified directory under the heading "Psychologist," one individual has advertised his services as "Consulting Psychologist—Certified by State Department of Mental Hygiene." His letterhead carries the same notation. The state in which he operates certifies psychological examiners and school psychologists but not consulting psychologists. His reference to state certification is thus misleading. (291)

13. A publisher periodically mails out a large handbill advertising a book. The copy is flamboyant, more becoming to the promotion of a patent medicine than a professional book. Long lists of adoptions are given, and these are misleading since they are not kept up to date. Statements from psychologists regarding an early edition of the book continue to be used as endorsement of the current edition. (1079)

**Principle 1.42-1.** The psychologist, if he advertises or makes public announcement of his services, is obligated to describe his services with accuracy

and dignity, adhering to professional rather than to commercial standards.

A. Cards announcing individual clinical or consulting practice should be limited to a simple statement of the name, highest relevant degree, certification or diplomate status, address, telephone number, office hours, and a brief explanation of the types of service rendered. Announcements of agencies may list names of staff members with their qualifications and should conform in other particulars to the same standards as individual announcements.

B. Individual listings in telephone directories should be limited to name, highest relevant degree, certification status, address, and telephone number. Agency listings should be equally modest. Display advertising is not acceptable practice.

C. Public announcements may mention a relevant license, diploma, or certificate issued by a licensing board or professional organization, if expressly permitted by the issuing body. Membership in a psychological association should not be used as an indication of professional qualifications, unless such membership is based on qualifications as implied, and authority is given to use membership in the organization as evidence of competence.

D. Brochures and announcements describing such services as educational and vocational counseling may be used to make services known to the public. Such brochures should be accurate and modest. They may appropriately be sent to professional persons, to schools, and to business organizations but not to prospective individual clients.

**Principle 1.42-2.** Because the clinical psychologist often works with people in distress, he must be most careful and circumspect in the manner in which he informs the public of his services. Public announcements of clinical services should be sent to professional persons only and not to prospective clients. Direct mail advertising, repeated press advertising, or radio announcements of clinical services are not acceptable procedures. Direct solicitation of clients is unethical. The practice of the medical profession in regard to advertising provides the best guide to the clinical psychologist.

**Principle 1.42-3.** Psychologists offering consulting services or psychological materials to business, industrial, or educational organizations may directly solicit business and employ advertising of a promotional nature. Announcements, brochures, and catalogs may be sent directly to prospective

clients, and announcements of services may be run periodically in journals, trade papers, and similar media. All such promotional efforts, however, must be restrained and accurate. The best practice of the engineering profession in regard to advertising provides a reasonable guide to the psychologist in business.

**Principle 1.42-4.** An author of books, tests, and similar materials published or distributed by an organization should take every precaution to ensure that the organization representing him adheres to the spirit of these principles in its promotional activities.

**Principle 1.42-5.** It is clearly ethical for a psychologist to make speeches, write articles or books, give special services to the community, and otherwise establish his reputation and make himself known to professional persons and to the public. It is doubtful whether a psychologist should engage in such activities solely for the purpose of advertising himself. If he does engage in such activities, he should not make personal claims or directly advertise his services. Consultants representing commercial enterprises in psychology should not allow their professional responsibilities to be jeopardized by promotional activities.

**Principle 1.42-6.** If a person identifies himself with the profession of psychology and offers psychological services to the public in a manner that violates the provisions of this code, psychologists who know first hand of his activities should take appropriate steps to protect the public and the profession from his unprofessional behavior.

#### 1.43 RESPONSIBILITIES IN PUBLIC COMMUNICATION

##### *Problem*

The public is interested in psychology, particularly in its applied activities, and there are frequent opportunities for psychologists to make statements for newspapers, write articles for magazines, make speeches, and appear on radio broadcasts. Often the sponsors of these activities are not so much interested in the thoughtful presentation of psychological information as they are in entertaining, in attracting an audience, or in increasing circulation. The use of public media for educational purposes and for conveying information about psychology is certainly to be encouraged. However, safeguards must be taken, as suggested by the following incidents.

##### *Incidents*

1. A comic strip currently running in newspapers depicts a hypnotist inducing people to perform criminal acts. This and other stories presented to the public, such as various radio mysteries, have spread a false impression of the appropriate usage of hypnosis, and tend to give the connotation of evil in things "psychological" in nature. Do psychologists have a responsibility for clearing up such practices? (73)

2. In a large city, a social problem had arisen and several psychologists were approached by the newspapers to give their opinions on this particular problem. A number of not too well-informed opinions were given, none of which seemed to have any common agreement, with the results that psychologists were panned by cartoons in the newspapers. The net result was a reflection on psychology. We should operate on the premise that no psychologist is to give views in a field in which he has no competence. (57)

3. A publisher asked if I would be interested in doing a radio program in which I would discuss problems for parents. However, he wanted a give-away feature and came up with the idea that anyone who wrote in could receive a copy of an intelligence test. I wrote to him pointing out that this would be an unethical use of psychological materials. I never heard from him again. (306)

4. A well-known feature writer on a large newspaper came to the clinic to do a story about psychiatric facilities for children. The article was to assist in a fund-raising drive for a program to reduce juvenile delinquency. I was asked to prepare a fictional case study of a little boy which would lend itself to photographic captions. The newspaperman asked me questions which immediately revealed his sensationalism. I was alarmed about this since sensational treatment of the subject would probably have serious repercussions on our child patients and their parents. Because of my alarm, I asked the newspaperman to submit his article before publication, which resulted in a defensive blow-up on his part. My superiors suggested that things are always handled in this way and that I should not raise the issue further. Frankly, I do not know a good solution for a situation like this. (205)

5. A newspaper gave front page space to an interview in which a well-known psychologist ex-



pressed the extreme view that psychological tests were of no value. I think that the behavior was unethical because the psychologist expressed a personal opinion contrary to that held by most members of his profession, in a manner likely to promote public doubt of a useful technique. While supporting his right to a dissenting opinion, I do not think his statement evidences an awareness of the responsibility that goes with freedom to express opinions. (38)

6. Several months ago, a female student left the university campus and was not heard of for approximately two weeks. The newspapers made a big story out of the incident, and a psychologist on the university staff told the newspapers that the girl was in his class and that he had had several talks with her. He gave out considerable information that seemed of confidential nature. (56)

7. I was called upon to be a consultant for a psychiatric comic strip. It soon became apparent in conferences that the prime interest of the authors was to increase circulation through sensational material, and that they wanted a kind of rubber-stamp approval for the misuse of psychological concepts. (97)

8. A young man employed in the personnel department of a public utilities company was offered a position appearing on a weekly radio program of a personal advice type. He was to give "psychological counsel," answering questions on personal adjustment problems sent in by listeners. He refused, on the grounds that diagnosis and treatment of such problems should be attempted only in formal clinical relationships. (377)

9. As a consultant for broadcasters, I took a stand against a psychologist employed as spokesman for a particular program for children. The program was, in my judgment, basically false in its intellectual content and its emotional emphasis in suggesting that it would do service to children by providing a catharsis for their hostile feelings. I felt that the psychologist involved gave a verdict he knew his client wanted rather than the opinion he would reach on the basis of disinterested scientific judgment. (688)

10. I was offered a radio contract to appear on a program in which three "experts" would ask questions of persons selected from the audience to determine whether the person was accurate in appraising certain of his personality traits, viz: "Are you the jealous type?" If the "experts" agreed

with the answer given by the person, he would be given a couple of washing machines, a hundred pairs of nylons, an outboard motor, etc., etc. They mainly wanted to mention my university affiliation to lend prestige to a most dubious enterprise. I declined. (1028)

11. A national magazine wanted to do a picture-story of the workings of a psychological clinic. An agreement was made that the rewrite would be checked with the psychologist supplying the material, to ensure accurate presentation. The magazine failed to carry through with this agreement and printed the article with several glaring misstatements in it. (1030)

12. A midwestern newspaper carried a story based on a statement given to it by a psychologist to the effect that radicals have unresolved conflicts in relationship to their early family life and are now displacing this aggression to society. The research on which the statement was based consisted of one questionnaire given to a small number of so-called liberal and conservative students. Not only was the technique crude and open to question, it was totally unacceptable as a scientific study giving definitive results. I feel that the psychologist as much as the newspaper is at fault in presenting these dubious data to the public. (619)

13. I allowed a reporter to see the tables used in a paper which I was to present on the relationship of extracurricular activities to subsequent success. He released a story in the Sunday paper stating that Phi Beta Kappa men are financial failures, judging by salary, although the data contained only three cases who were Phi Beta Kappas and they had not been analyzed in order to describe the relative success of honor society men.

14. A psychologist wrote a best selling book on the subject of marriage in which virtually every law of test construction and validation was flouted. Several very short marriage prediction tests were included, and no information whatever was given as to their scientific construction and validation. Review of this author's other publication also showed no references to any experimental validation of the published tests. Yet the tests were presented as if they had been completely standardized and validated; and dogmatic statements were made concerning the scores which respondents might achieve on these tests. (231)

15. Several times APA members have published items about the APA Central Office without asking

permission, stating that one thing or another is free, or that the office will provide some particular service. In a recent magazine article, an APA member stated that the APA was the agency to provide counseling services for the problems of old age. (547)

**Principle 1.43-1.** The public requires dependable sources of psychological information. Psychologists who supply such information, either directly or indirectly, should concern themselves with the accuracy and appropriateness of the material presented, and with the manner of its presentation as well. Responsibility in communication is essential for adequate service to the public, for protection of individuals involved, and for fair representation of the profession.

**Principle 1.43-2.** Newspaper and magazine accounts of psychological findings or practice based on information supplied by a psychologist should be checked by the psychologist concerned or by another informed psychologist, prior to publication, and should be released for publication only if the final revised version is fully approved by such a psychologist. Newspapers, magazines, and popular writers who do not wish to comply with this principle should be refused information.

**Principle 1.43-3.** In describing the activities of others, particularly the services offered by individuals or agencies, the psychologist should take care that his statements are accurate. Best practice would suggest that he have his statement checked by the persons concerned, and obtain permission for publication.

#### 1.44 PSEUDO-PSYCHOLOGY AND THE POPULARIZATION OF PSYCHOLOGY

##### *Problem*

Frequently seen at the top of best seller lists are books which aspire to help people with their problems. Sometimes based on psychology, and sometimes sound and sometimes not, these books are an index to a great public demand for personal guidance. Psychology can make a contribution to individuals in their work and in their private lives, and to groups of various kinds in which understanding of man may be a most needed element. That psychology should make available what it can confidently give to meet such needs of people is readily admitted, and there might well be recognized a professional obligation to do so. How-

ever, there are real dangers, and one is perhaps more impressed today by the misrepresentation of psychology to the public than by its accurate and constructive presentation. How to make psychology popular without "popularizing" presents a serious professional problem.

##### *Incidents*

1. A professor in one of the biological sciences has written numerous popular articles on social psychology, as with psychological authority. The articles are a compound of personal opinion and ignorance. Concerning some assertions in one of the articles he was taken to task by a colleague in psychology, but there has been no effective protest against the manner in which the public is being misled. I believe that psychologists should actively intercede when people outside the field pose as psychologists. (310)

2. A prominent psychologist tours the country as a guest speaker for business dinners. His lectures follow the typical "How to be Successful" routine, liberally sprinkled with Horatio Alger stories and mnemonic devices to aid in remembering the various formulas for success. Some of the information handed out has experimental evidence behind it, the rest is mostly speculative. How far can psychologists go in "popularizing" psychology and still be psychologists and not quacks? (158)

3. I am constantly meeting teachers who have been taught in departments of psychology but who have somehow been encouraged to make hasty and inadequate use of psychological procedures. They are equipped with the vocabulary of abnormal psychology and with the instruments of clinical psychology, but without real clinical training or experience. In a related field they might be called "quacks," but their intent is not to exploit. My complaint is that superficial or careless teaching about important handling of individuals is unethical. Such a complaint is too broad to be dramatic, but may represent graver danger than the malpractice which affects only one or a dozen cases. (814)

4. In a popular magazine, an excellent article based on sound work was published; but also published was an article by a "famous psychologist" who is not in the APA directory, telling how you can analyze your personality by knowing your favorite flower, and how dogs can know when their masters are dying in another state by ESP. What

should we as psychologists do about such material? (641)

5. An article published in a magazine purports to be based on work done by a professor and represents the usual breezy account of a psychological test, the Thematic Apperception Test. It is full of exaggerations and misstatements and claims as to the value of the test which I feel sure could not be substantiated. I am bothered, too, by the fact that the dissemination of information about the TAT actually decreases its usefulness considerably. (562)

6. A non-psychologist colleague recently requested an endorsement for an article which he had written for a lay publication. The article dealt with the self-evaluation of parents and contained a "test," complete with item weights, which the reader could take and determine whether he or she was an "excellent, good, average, or poor" parent. The publisher requested an endorsement from a psychologist to the effect that this article was in accordance with psychological principles. The psychologist refused on the grounds that the article gave the impression of scientific validity, when none was there. (601)

7. A writer of popular books of the super-inspirational variety came to a psychologist to get materials to manufacture a new best seller, in which people were to be persuaded that all handicaps could be overcome, that they could increase their intelligence, etc. Believing that such pseudo-psychology hurts more people than it helps, he refused to assist the writer and tried, without notable success, to suggest some of the dangers of this kind of "popularization." (1032)

8. The editors of a series of psychological books receive royalties on the sale of books in their series. Without being able to cite specific examples, I am reasonably certain that these editors have refused to include books which would have been almost guaranteed to have had a large sale because they did not think the publication of the work to be in the general interest. (1033)

9. The author of a syndicated column on psychology reports that he rejects a good bit of material that would be spectacular because he does not consider it sound. In presenting material he deliberately simplifies and sometimes overgeneralizes to make a point. He thinks of his primary

function as being one of public education on psychological matters. In order to achieve that function he has to be sufficiently popular in style to continue to have the feature printed, but he tries to avoid making it popular by including material on some of the more spectacular but less well-founded topics or fringes. In all probability he would be able to increase the circulation of the feature and hence his own income by a less socially-minded attitude. (1034)

10. A psychologist writes a newspaper column and gives public lectures in which he makes statements which are a mixture of some acceptable psychological opinions and a lot of personal prejudice and bias going far beyond (or contrary to) available data. He writes all this as representing psychology, and, to my notion, does a world of damage. (1035)

11. A contract to write a popular book on psychology was signed by a psychologist, in the belief that such books will be written in any case, can be helpful, and should be written by competent and ethical persons. The manuscript was criticized by the publisher as not positive and definite enough. He was helped to rewrite it, the end result being that his name appeared on a book of which he could not wholly approve.

12. A popular magazine released facsimiles of several projective techniques, one of them widely used, and at least one of them in an early stage of development. It seems very likely that the use of these tests may be invalidated or at least affected for some clients by such publication, and, in the case of the experimental test, the reputation of the profession may suffer, because of the unusual nature of the invalidated test.

**Principle 1.44-1.** Psychologists who interpret the science of psychology or the services of psychologists to the public have an obligation to report fairly and accurately. Exaggeration, sensationalism, superficiality, and other kinds of misrepresentation must be avoided, since these may mislead the public and discredit the profession.

A. When information about psychological procedures and techniques is given, care should be taken to indicate that they should be used only by persons adequately trained in their use.

B. Diagnostic techniques and similar procedures, the value of which depends in part on the naïveté



of the subject, should not be reproduced or described in popular publications in ways which might affect responses.

C. When tentative techniques, methods, or hypotheses are described in popular writing, their tentative nature should be made explicit.

D. A psychologist should refuse to approve misleading statements, and to assist or endorse individuals who misrepresent psychology. When misrepresentations come to his attention, he should take what steps he can, either as an individual or

through his professional association, to rectify the situation and prevent its reoccurrence.

The Committee on Ethical Standards  
for Psychology

With the aid of the following Subcommittee:

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## SECTION 6

### ETHICAL STANDARDS IN TEACHING

#### *Introduction*

Historically, the teaching of psychology has been the major activity of psychologists. In their teaching psychologists enter into relationships with students, with subjects or clients who provide instructional material, with the departments in which they teach, and with the science and profession which they represent in their teaching. Problems of ethical behavior arise in each of these types of relationships. Relationships with students are in some instances primarily those of an instructor, in others they verge on those of the counselor and clinician, in still others they are those of a researcher or writer, and again they are those of an administrator. Other sections of this code therefore have bearing on the problems of instructors of psychology; only those most clearly relevant to instruction are dealt with here.

#### 6.1 THE PSYCHOLOGY INSTRUCTOR'S RESPONSIBILITY TO HIS STUDENTS

##### *Introduction*

In teaching, the primary responsibility of the psychologist is to his students. The following section clarifies some of the instructor-student relationships that have ethical implications.

##### 6.11 RESPECT FOR THE PRIVACY OF STUDENTS

##### *Problem*

The subject-matter of psychology being the experiences and behavior processes of individuals, one of the most readily available sources of instructional or laboratory material is the student himself. The frequency with which psychologists obtain con-

fidential data from clients and patients for diagnostic, prognostic, and therapeutic purposes makes it easy for them to plan to obtain similar data from students for use in class instruction or as instructional exercises. As students frequently enroll in courses in psychology taught by instructors with whom they do not have a confidential relationship, and as their papers are often graded by assistants whom they do not know at all or whom they know socially rather than professionally, the self-revealing exercises required of them are sometimes unwelcome and occasionally harmful.

##### *Incidents*

1. A psychology instructor routinely assigns a required paper, entitled "My Autobiography." This is resented by some students as an invasion of their privacy. (6) \*

2. A clinic had a patient who had written an autobiography as a requirement in a course in psychology. It was turned over by her to the clinic psychiatrist when she began treatment. On the margins of the autobiography the psychology instructor had written comments such as "your mother should have been in a mental institution." This impressed the psychiatrist as most inept handling of highly personal material. (834)

3. An instructor in a course in psychological tests asked that each student, as a part of the course requirements, take each of the tests and submit the protocol to him. Students occasionally believe that the results of their own tests are private property

\* The numbers at the end of each incident are file numbers which make it possible to locate original accounts.

and should not be known to an instructor or assistant who is not their counselor. (315)

4. A professor gave out to a large class identifiable and confidential personal data about a former student which he had obtained from a questionnaire filled out by the student. (110)

5. An instructor posts a list of students with their grades on the departmental bulletin board. Many students feel that their achievements should not be publicized. (1036)

**Principle 6.11-1.** The teacher of psychology should respect the right of the student to maintain his privacy.

A. Students may be invited to write autobiographies or to take psychological tests, but such personal data should not be required of them in identifiable form as course assignments, unless they know of and agree to such procedures in advance.

B. Personal data obtained from students should be used for instructional or research purposes only with identity properly disguised or with the consent of the student.

C. When grades are posted on bulletin boards, identifying numbers or some other code should be used in order to avoid injury to students.

#### 6.12 THE ROLE OF THE INSTRUCTOR AS COUNSELOR

##### *Problem*

The clinical and counseling orientation of many psychologists makes for an awareness of adjustment problems in students even when the student in question has not sought help from the psychologist. The teacher of psychology is therefore often faced with the question of his responsibility for meeting the observed needs of students. When his help is sought by students in his courses, as frequently is the case, he faces another problem: that of the ability of the teacher to function also as clinician or counselor, to have two different kinds of relationships with one person.

##### *Incidents*

1. A student in one of my classes submitted a paper which showed very clear signs of emotional disturbance. In the belief that he would benefit from psychotherapeutic help I made an opportunity to discuss his paper with him in the privacy of my office. During this discussion I led him to talk about his situation and suggested that counseling might prove helpful and could probably be arranged for him. (1037)

2. An instructor in elementary psychology indicated that he would be available to help his students with their personal problems. A student called on him and complained that he could not concentrate on his school work. Although his aptitude test score was high, his school work is poor because he stares at his texts absorbing nothing. He mentioned that he is humiliated at letting down his parents, who have great hopes for him. All this came out in five minutes, with considerable emotion. The instructor then took over and gave him a pep talk on how to study, assured him that if he threw himself into his school work and refused to go wool gathering he would be able to conquer his difficulty. After ten minutes the instructor closed the interview with the assurance that things would soon go better. The instructor's unperceptive handling of this problem seems to me to pass beyond a matter of competence into a matter of ethics. (433)

3. A brilliant graduate student was in some difficulty with the Veterans Administration because of irregularities in his studies. As his academic adviser I had been told the story of his difficult home situation, and he had asked me to tell no one else. I had the choice of disregarding this request and getting the VA to give him time to make necessary adjustments, or respecting it and leaving the administration no choice but to dismiss him from the university. (336)

4. A student reported to me shortly before a final examination and asked to be excused because of an emotional upset. After some discussion I felt justified in recommending that the administration defer his examination. (191)

5. A student sought my advice on a personal problem. As my college has no counseling service I felt some obligation, as a psychologist, to meet such a need. At the same time I felt that I had neither the time, the specific skills, nor the experience needed to ensure doing a truly professional job. (189)

6. A mildly disturbed student called me at home stating that he would like to consult me. We had a one-hour interview. The next day I had a letter of appreciation from the student with a \$10.00 check. I did not know what to do; three colleagues differed in their suggestions. I finally returned the check because it seemed easier to rationalize not taking money for personal services rendered a student than to rationalize keeping it. (828) (886)

**Principle 6.12-1.** A teacher of psychology

should not seek to bring about awareness of personal adjustment problems in students in the absence of facilities for counseling.

**Principle 6.12-2.** A teacher of psychology who becomes aware of an adjustment problem in a student who might be helped by counseling or psychotherapy, and who sees a possible means of getting such help for the student, owes it to the student and to society to attempt to help the student get such help.

A. This does not mean that counseling or psychotherapy should be forced upon a non-psychotic student, nor that the need for this should be brought forcibly to his attention. Instead, the psychologist should give the student opportunity to show or develop an awareness of his need and to evince a desire to use the help the psychologist can get him.

B. When clinical and consulting facilities are not adequate or available, the psychologist has the responsibility for doing what he can to improve or to help make available such services for his students.

**Principle 6.12-3.** An instructor whose professional services are sought by a student should either work with the student in a professional way and at sufficient length to be of some help, or refer the student to someone who has the skill and time to render adequate service.

A. Extended private clinical work with a student of the clinician, and for a fee, is considered an unwise practice, since it may confuse the relationship between student and instructor in other activities.

B. If an instructor enters a clinical relationship with a student, he should adhere to the principles of this code defining psychologist-client relationships.

#### 6.13 SECURING AND USING DATA IN MAKING STUDENT EVALUATIONS

##### *Problem*

Teachers often have occasion to pass judgment on the competence or ethics of students whose work they have directed. However, the nature of their contacts with students in courses, and sometimes even in the supervision of research or practicum activities, is such that they often have only partial information about a given student. The instructor then faces the dilemma of making an evaluation which may be unfair to the student or unfair to the public, or, on the other hand, of refraining from making an evaluation and perhaps withholding information which should be shared.

##### *Incidents*

1. A doctoral student was doing a thesis under the sponsorship of a famous scientist. After nearly three years he turned in his thesis, and shortly thereafter the sponsor left to take another position. Several months later the student was informed in a letter from the sponsor that the material was suitable for journal publication, but would not do as a thesis because real research ability had not been demonstrated. The sponsor advised doing another thesis, perhaps in another field. After a number of vain attempts to find a thesis problem satisfactory to local faculty members, he gave up for the time being. Five years later he found out what he believed to be the real cause of the disapproval of his thesis: the sponsor had been told by a graduate assistant that the doctoral candidate had stolen from another student. The assistant ultimately admitted that his accusation was groundless. (224)

2. A former master's candidate, whom I had known only in two large courses, gave my name as a reference when applying for federal employment. The Civil Service Commission rating form asked whether I had any reason for questioning the candidate's loyalty to the United States. I had no reason for thinking that he was disloyal, but the nature of my contacts with him had given me no opportunity to judge his loyalty. Instead of merely replying "None," which was true as far as it went, I therefore wrote that I had no opportunity to judge loyalty, thereby completing the truth and avoiding giving a mistaken impression. (1038)

3. A department chairman has a habit of making comments about the academic and personal characteristics of graduate students, in ways which permit identification, when talking with other students. As he has a good deal of influence these comments sometimes have considerable effect on the early careers and reputations of students. (644)

4. A department head was charged with the task of warning borderline graduate students that they must improve or be dropped from the graduate school. Although seemingly a "tough" administrator, he would not face a particularly aggressive graduate student and instead talked disapprovingly about him to several faculty members and to a good many graduate students, apparently in the hope that the word would reach the student in question and that he would drop out without a conference with the department head. (1039)

**Principle 6.13-1.** In evaluating the qualifica-



tions of a student or former student, a psychologist should act only if he is sure that he has all relevant facts. When he does not have adequate grounds for making a decision or a recommendation he should either obtain the necessary information or state that he has insufficient information to make an evaluation.

**Principle 6.13-2.** Evaluative data and judgments concerning students and former students should be shared only with persons who need and will use them in confidence, for professional purposes, and then only in suitable contexts.

#### 6.14 TREATMENT OF FACTS, KNOWLEDGE OF WHICH MAY BE HARMFUL TO STUDENTS

##### *Problem*

Some psychological principles and therapeutic techniques currently being experimented with are known to have detrimental effects on some patients. While discussion of these principles and use of these procedures may be desirable in certain situations and types of cases, the fact that they may prove deleterious in a given situation or case is disturbing information to friends and relatives. This is particularly so when discussion of a topic or use of a technique is biased by the personality adjustment of the psychologist.

##### *Incidents*

1. An instructor in an undergraduate course in abnormal psychology discussed the use of various types of shock treatments, including their effects on patients. After class a student came to his office visibly disturbed because a decision had just been made to obtain such treatment for a near relative. (831)

2. An instructor in psychology apparently could not refrain from giving most of his instruction a sexual twist and from conveying the attitude that sex is the be-all and end-all of life. His emphasis was sly rather than direct, but his intent was obvious. (622)

**Principle 6.14-1.** Facts and theories should not be withheld from students simply because some individuals may be distressed by them. When relevant they should be given full and objective discussion, so that they may serve as a basis for intelligent action if and when action is called for.

A. Students who are severely disturbed by new knowledge should be given help in assimilating it,

or referred to someone who can give the necessary help.

B. An instructor should not let his own personality needs and problems distort his treatment of controversial or potentially traumatic subject matter. He should, in the first place, take steps to know the existence and nature of his own needs and biases, and, in the second place, obtain treatment for them if they are such as to be likely to harm others.

C. The presentation of facts and theories which are likely to be difficult for some students to accept, because they are contrary to their beliefs, should be governed by tact and respect for the worth of individuals.

#### 6.15 REQUIREMENT OF PARTICIPATION IN NON-INSTRUCTIONAL EXPERIMENTS AND RESEARCH

##### *Problem*

The fact that a psychologist's teaching activities are often related to his research and the ease with which students in courses can be used as subjects in experiments or as assistants in analyzing data create some special problems of teacher-student relationships. Difficulty is sometimes encountered in drawing the line between activities engaged in by the student for what he may learn from them and activities required of him as a means of furthering the professor's work.

##### *Incidents*

1. A university instructor required all introductory course students to serve as subjects in his experiments in order to pass the course. The required number of hours was stated early in the course, and varied from term to term as the experiments dictated. The results of the experimentation were never reported back to the class, nor were they ever used for instructional purposes. (80)

2. Several members of the psychology department desired subjects from time to time for experiments. It had been customary to make requests for volunteers in the beginning course, usually with a promise that the experiment would be interesting and a report of the results forthcoming before the end of the term. The promise was usually not kept, and instructors were not given enough information about the experiments to make use of them in instruction. Students complained, and felt imposed

upon. The department, in a staff meeting, voted to require as a part of the beginning course that every student serve as a subject in experiments for three hours during the course of the semester. Most of the instructors in the beginning course had no voice in this decision. (634)

3. A colleague asked me if he could take two hours of my general course during the following week for an experiment needing a large number of subjects. When I asked what the students would gain from it, his reply was that they would be contributing to science. (690)

4. The psychology department at a nearby university conducted a survey involving a large number of tests and information blanks. Faced with the problem of handling all these data, the professor in charge of the survey decided to use graduate assistants and fellows to do this routine work, although their low stipends were granted and accepted specifically for work which would further their education. (609)

5. Most of the practice work in an advanced statistics class enrolling eight students consisted of actual data provided by the instructor. The following year a journal article appeared under the instructor's name, based upon these data. The students believed that the instructor had used them as cheap labor, getting all the credit while they did the tiresome work. (211)

6. A professor assigned a student the task of working up some data, under the guise of a project in a research course. The work was strictly routine, the student needed and received no instruction in how to do it, and was given no understanding of how his share of the project fitted into the total project. He was actually used only as a statistical clerk. (833)

7. A certain professor puts considerable pressure on students to select, as thesis topics, problems which are a part of the professor's larger research project. (1040)

**Principle 6.15-1.** A teacher should require of his students only activities which are designed to contribute to the development of the students in the area of instruction.

A. Activities not directly related to helping students in the manner intended by a course, but which may have secondary values for them, should be made available on an entirely voluntary basis.

B. When the course-related activities of students are to result in faculty publication, the students

should be informed of this fact in advance and should be given credit appropriate to the amount and type of their participation (see Section 5).

C. Graduate assistants and fellows, whose appointments are designed to provide them with worthwhile experience while furthering the instructional or research activities of a department, should not be assigned large-scale routine tasks which have no educational value. When they are to participate in large-scale research projects, these should be set up in such a way as to provide for the necessary paid clerical assistance.

**Principle 6.15-2.** Students should be encouraged to select thesis topics in line with their own interests rather than because of the professor's need for assistance, although students may be expected to seek to work with faculty members whose research interests they share.

#### 6.16 ADVISEMENT OF STUDENTS

##### *Problem*

Advisement of students entering the field of psychology presents a number of problems where the welfare of the prospective student must be guarded. A new and rapidly growing profession challenges our skills in guidance, since public information about the profession is meager or erroneous. Further, the motivations that people have for entering psychology present special problems, of interest not only to the student but to the public and the profession.

##### *Incidents*

1. At the end of the semester an undergraduate consulting a professor about an assignment in an elective course not related to his major was asked whether he would be in a second course given by the same professor during the next term. When the student hesitated because of a desire to save room in his program for work in another field, the professor urged him to enroll for it and the student felt he had to comply. (1041)

2. A professor whose courses are notable for their dullness gives two one-semester courses separately listed in the catalogue. Students who sign up for the first semester are told, toward the end of the course, that they must take the second semester's course in order to get credit for the first semester, as the quality of their work in the first term cannot be adequately evaluated on the basis of that semester alone. (1042)

3. A graduate school professor with substantial funds for research makes a practice of proselyting outstanding students already in his department with offers of research assistantships. (1043)

4. Each class of students contains several who plan to get advanced degrees in psychology, but who are shown by personality tests and observation to be so emotionally maladjusted that one must suspect their motivation in choosing psychology as a profession. I try to discourage them, but this is difficult to justify on personal grounds alone. (898)

5. A first year graduate student consulted me (as his major professor) about some deep-seated emotional problems which he thought might affect his functioning in close inter-personal relationships. After some discussion of his problems I agreed with him and suggested that he get clinical help. He welcomed the suggestion and I made a referral. After he had been under treatment for several months he came again to see me about his choice of field of specialization. After some discussion we agreed that he would do well to specialize in an area other than mine, in which his work could be of a less personal or clinical type. He therefore consulted one of my colleagues, and by mutual consent changed specialties. (1044)

6. Many undergraduates discover late in their college work that they are unprepared for any career, although they have thought of psychology as a field in which they could, with their undergraduate preparation, earn a living. We have prepared a small manual which is distributed to each prospective psychology major, and our advisers make clear the fact that although psychology is a good subject for a major as part of a liberal education, it does not, on the undergraduate level, prepare one for the profession of psychology. (196)

7. In one department of psychology any student who meets college standards is allowed to prepare for a BA in psychology. Students develop an interest in the field and aspire to a career in it. They soon learn that this demands more than a bachelor's degree, and so plan to take graduate work, only to discover that they cannot pass the Graduate Record Examination or maintain graduate standards. As a result many students leave college after four years of study to seek work with only a bachelor's degree in psychology which there is virtually no prospect of their being able to use. Some become very bitter toward psychology as a result. (246)

**Principle 6.16-1.** A psychology teacher should advise potential students to take courses on the basis of the students' needs and the requirements of the field, not because of a desire to maintain enrollment in a course.

**Principle 6.16-2.** A professor with special research resources should avoid using those resources in ways which attract students away from colleagues with whom they have more appropriately planned to work.

**Principle 6.16-3.** Psychologists advising undergraduate students electing psychology as a major field of study with the intent of entering the profession should inform the students concerning opportunities and requirements in that field, e.g., that few positions are open to those with only a bachelor's degree, and that there is considerable screening of candidates at the graduate level.

**Principle 6.16-4.** Students with personal problems so severe that they are unlikely to be effective in graduate study or in later professional work should be discouraged from entering the field of psychology. However, competent and professionally motivated students who are actively engaged in working out their problems in therapy should be supported in their efforts to achieve the integration necessary for the work they contemplate.

## 6.2 THE PSYCHOLOGY INSTRUCTOR'S RESPONSIBILITY TO SUBJECTS AND CLIENTS

### 6.21 RESPONSIBILITY FOR THE WORK OF STUDENTS WITH SUBJECTS AND CLIENTS

#### *Problem*

The influence of biological science on psychology has resulted in a long-standing tradition of respect for scientific accuracy, experimental controls, and care of laboratory equipment and animals. The influence of social science on psychology is, however, much newer, less pervasive, and not so highly crystallized in the form of traditions. This appears to be especially true among psychologists who teach applied psychology in an academic setting. As a result, some teachers of psychology tend, through lack of orientation to problems of interpersonal relations, to disregard the interests of clients, of the public, or of the profession, and fail to develop sensitivity to the ethics of the psychologist-client relationship.



*Incidents*

1. Students in a testing course were assigned to do testing in their home communities. A certain student reported test results to her friends, thus unwittingly placing the whole testing program in a bad light in that community. (408)

2. All entering freshmen at a certain college were given a scholastic aptitude test and neuroticism inventory. These were all handscored, checked, and tabulated by upper classmen who were usually psychology majors but occasionally merely students who had registered at the part-time employment office. They were not always instructed as to the confidential nature of the information with which they dealt, and I know of instances in which they discussed, in rather casual way, the extreme scores made by specific freshmen such as the sibling of a mutual friend. (297)

3. There is an understandable tendency among psychology students, who must give a certain number of Rorschachs, Stanford-Binets, and other tests, to select from their friends those who promise to be "interesting" subjects. These are likely to be disturbed individuals who may already have morbidly introspective tendencies. I have rarely heard of precautions taken by instructors to prevent damaging interpretations by the student in his desire to meet the friend's demand to know how he "came out." (757)

4. A student in a class in personality appraisal was asked by another graduate student to give him a TAT. The psychology student had little clinical experience and training, but was alarmed at the TAT results. He stalled off requests for an interpretation until he had consulted his instructor. It happened that the instructor knew that the subject had already had one psychotic episode, and that he had refused psychiatric attention even though he seemed on the verge of another episode. The instructor interviewed the subject and helped him to make a decision to seek psychiatric care, which he did. (864)

5. A child in the care of our agency was found to have recently had a battery of tests that had been given to him in such a way (e.g., making the Rorschach and TAT highly authoritarian situations) that he was spoiled for a retest, not only because of practice effect but also because of negative conditioning to tests. The tester was a graduate student who had heard of this child's disturb-

ances through a mutual friend and had sought out the family, undoubtedly wishing to vary his testing experience by getting a "real" case. He had apparently lacked the sophistication to inquire whether the child was under treatment or to recognize how his testing might interfere with the agency's work. (632)

6. An older student in a beginning course in mental measurement tested a friend of his son, then an undergraduate on the same campus. He did not tell the student the results, beyond saying that he was on a par with his son. This apparently meant quite different things to the testing student and to the undergraduate, for the young man brooded on this so much that he finally withdrew from school. (605)

7. An instructor in a class in mental testing, while securing from parents permission for his students to give their children practice tests, promised that he would personally tell them "how their children did." Parents cooperated, but received no reports as the instructor felt too busy. (234)

**Principle 6.21-1.** Psychologists giving instruction in the use of clinical techniques should insist that their students adhere to all applicable principles governing the practice of clinical psychology, as described in Section 3 of this code.

**Principle 6.21-2.** Test results obtained by beginning students should not be promised or reported to subjects or to persons concerned with the subjects, since these results are likely to be in error; in early stages of practice, subjects should be solicited not with promises of a report but on the basis of helping the student learn the technique.

A. The instructor is responsible for judging when students are qualified to administer tests and make formal reports of results.

**Principle 6.21-3.** When reports of results of testing are promised to obtain subjects for qualified students, the promise should be kept, or a satisfactory explanation of failure to do so should be made.

**Principle 6.21-4.** Courses in the techniques of personality appraisal and counseling should provide for practical work under supervision, preferably in a regularized clinical setting, rather than with miscellaneous volunteers, and students should be discouraged from practicing on subjects other than those provided in the supervised setting.

## 6.22 USE OF CLINICAL MATERIAL IN INSTRUCTION

*Problem*

The need for case materials which effectively illustrate psychological conditions and problems has led to the use in instruction of data obtained from, and observations of, school children, guidance center clients, and hospital patients. The clinical material may consist of case records or test protocols, interview recordings, motion pictures, or live cases observed through a one-way vision screen or directly in the lecture room or ward. While highly desirable as a means of making theory meaningful, these practices create problems both with respect to the rights of clients and patients, and with respect to the ethical standards and attitudes which they develop in students.

*Incidents*

1. Two nearby mental hospitals put patients on display each semester for undergraduate and graduate psychology students. While patients are selected not only because of the conditions they illustrate, but also because it is believed they will not be harmed by it, this seems to be an unnecessary violation of their privacy when the instructional needs of undergraduates can be very well met with motion pictures. The practice seems unnecessary even for graduate students, as those who need to be more familiar with clinical material obtain their experience by working in institutions. (566)

2. Several psychologists employed as counselors in a university counseling center which handled cases with educational, vocational, and personal problems were interested in cooperative research and instruction in interviewing. They prepared a plan which called for staff and student listening in on interviews through concealed microphones, without informing counselees of the fact that their interviews were not being conducted in strict privacy. (905)

3. A counselor in a college clinic was asked for case material of a type not often found in such clinics. The material was to be used in a graduate class in clinical psychology. The counselor hesitated to make confidential data available, and with his colleagues formulated the principle that case material could be used only with the client's permission. (572)

4. A teacher of a graduate course in diagnostic and counseling techniques wanted several case records which he could use in his course to illustrate

the use of the techniques being studied. The original materials included questionnaires, ratings, tests, and recordings of each interview. These forms and transcriptions were edited by the original counselor and a graduate assistant, and reedited by the instructor. All identifying data were changed or omitted both in the interviews and in written records. The original counselor and an advanced graduate student then reenacted and recorded the interview, and the new tape recording was again edited before permanent recordings were made. It was the belief of the instructor, the counselor, and the two graduate students involved that the identity of the clients was fully protected. (1046)

5. I taught as a visiting lecturer in the summer session of a college, where the department head suggested that I include case material in my courses to make the subject matter more real. I was concerned by the problem of how to use such material without injuring the clients, some of whom came from the same towns as my students.

**Principle 6.22-1.** Live clinical material (guidance center clients, hospital patients, etc.) should be used for demonstration or instructional purposes only when appropriate printed, recorded, motion picture or other standard material is not available or readily prepared, or when the advanced level and professional nature of the instruction makes it essential.

**Principle 6.22-2.** Protocols or recordings of actual work with clients or patients may appropriately be used in instruction, when they have been modified effectively to disguise the identity (name, location and other biographical data) of the subject, when the instructor controls the circulation even of these materials, and when the students have a professional interest in and attitude toward these materials.

**Principle 6.22-3.** Clients or patients who are mature and well-enough adjusted to be able to judge such matters should know, when entering into a diagnostic, counseling, or clinical relationship, if there is some possibility of their data being used in instruction. In other cases this information should be given to the responsible party (e.g., parent or guardian). The professional nature of the instructional use and the thoroughness of the precautions taken to disguise the identity of the client should be made clear. The client should be given an opportunity to request that his records not be used in instruction if this seems important to him.

### 6.3 THE PSYCHOLOGY INSTRUCTOR'S RESPONSIBILITY TO HIS DEPARTMENT

#### 6.31 PLANNING AND CONDUCT OF COURSES

##### *Problem*

Wundt is said to have remarked that a professor's life would be a very satisfactory one were it not for the students. Presumably he was expressing a feeling which seems to characterize a number of other psychology teachers, who find that their teaching functions interfere with research, consulting, or other activities to which they would prefer to, or to which they must, give attention. The result is not infrequently a poor teaching performance, with resulting harm to the field through inadequate training for and criticism from students who soon recognize these excessively busy persons and resent their neglect.

##### *Incidents*

1. A psychology teacher in a university absents himself from his classes frequently, without clearing with his department head, to do paid consulting work. He turns classes over to assistants, or has films shown which are obviously used just to fill in time. When present, the professor shows little evidence of having spent time in preparation for his class presentation. (90)

2. A professor in charge of a graduate seminar failed to meet the seminar until the semester was half over. During this time he indicated difficulty in finding a time at which all the people concerned could meet. When a meeting finally did take place near midterm the professor assigned two books as reading. At the end of the semester the professor called several evening meetings at his own convenience. Although the seminar carried three hours of credit, the professor spent no more than four or five hours with the seminar group. (209)

3. On numerous occasions the professor teaching a graduate course came to class in a state of complete disorganization. He expressed no knowledge of materials previously covered, did not know the nature of the previous assignments, and was uncertain about the materials to be covered in that day's discussion. He conveyed the impression that he was unprepared for this advanced graduate course. (210)

4. A doctoral candidate took what he hoped would be the final copy of his dissertation, before final typing, to his major professor some nine weeks before the official copy had to be turned in to the graduate dean. Numerous visits to his professor's office resulted in his being told that the manuscript was not ready to be returned. The day after the official copy was due in the office of the graduate dean the student obtained the manuscript from the professor, with corrections which could have been made in less than an hour. The professor explained that he had been so busy reading proof on his new book (royalties from which would of course accrue to the professor rather than to the college) that he hadn't had time to read the manuscript until the previous evening. Because of this delay the student's degree was not granted until one year later. (213)

5. A professor, enrollment in one of whose courses had unexpectedly doubled, dispensed with his usual essay-type examination and based course grades on two brief and unreliable objective examinations. He then gave no grades above 84. (1047)

6. A certain professor offers a course for which there is considerable demand. He limits the number of students admitted, presumably on the grounds that it is an advanced course but apparently primarily so as to curtail the amount of work he will have to do. (1048)

7. In one advanced course, to which only superior students are admitted, the instructor grades strictly according to the normal curve. Thus some students whose previous records consist largely of A's and B pluses of necessity get B minuses and C's. (1049)

**Principle 6.31-1.** When a psychologist accepts a teaching appointment he assumes responsibilities to his students, to the institution which employs him, and to his profession; he should discharge these responsibilities with the same high standards required of all professional activities of psychologists.

A. Inadequate preparation, poor course planning, careless or inaccurate appraisal of student work, absences from class without sufficient cause, unwarranted restrictions of class size, and similar actions frequently extend beyond matters of competence and become matters of ethical concern.



### 6.32 RELATIONSHIP OF ONE'S OWN INSTRUCTIONAL ACTIVITIES TO THOSE OF OTHER INSTRUCTORS

#### *Problem*

The professional limitations and personal inadequacies of some instructors of psychology result in a tendency to lean rather heavily on colleagues for instructional methods and course content. Feelings of insecurity or inadequacy sometimes lead to the use of subterfuges in order to get such help, and sometimes result in maneuvers designed to bolster the position or ego of the instructor. These, like many other ethical problems, are not peculiar to psychologists; that they are, however, encountered by psychologists is made clear by the following incidents.

#### *Incidents*

1. An instructor obtained from students in the class of another professor detailed information as to the content and procedures used in that class and duplicated them in his own course. The result was that students who took both courses and had the original course the second semester were much dissatisfied with the duplication. The man who originally developed the methods and materials did not know until later that they had been taken over by the other instructor and used during the first semester. (108)

2. Recently a graduate student consulted me about a research problem for his master's thesis. We discussed it; I suggested some changes, and indicated that the problem was acceptable. The committee was appointed with me as major professor. A fellow staff member heard of this and demanded of the student why he had not been named major professor, adding some disparaging remarks concerning my work. The student came to see me, extremely upset, and wondering whether or not he should continue. I felt obliged to defend myself, but could not do so without criticizing my colleague. (521)

3. A doctoral candidate had his experiment approved by his committee. When the research was practically completed the sponsor left the university. His successor was much younger and had a different orientation: he considered the experimental design unsatisfactory. He required that the candidate do a new piece of research, delaying the granting of the degree by one and one-half years. (1050)

4. A professor who has had no competence in projective techniques decided that his students should have training in projective tests. He organized and taught such a course, by describing briefly what he had learned by reading about one such test, buying copies of the test for the students, and having them test friends and make interpretations. Two of his colleagues protested to him. (608)

5. Several instructors use the same departmental examination in general psychology. The examination is new and has not been used before. The top score in most classes is about 68 out of 75 items correct, but in those taught by one instructor a number of students make perfect scores and many others are very high. There is a strong presumptive evidence that in this one man's classes there was drill which exceeded the bounds of good teaching. (538)

6. Material for giving individual performance tests was owned by the psychology department. A new member joined the staff, and was given responsibility for the course in which this material was used. After several years, during a semester when that course was not being offered, a graduate student wanted to borrow some of the materials for use in collecting data for his thesis. The chairman of the department gave his approval, but could not locate the materials in their customary place in the laboratory. When asked by the student, the instructor stated that he used them in consulting work (paid) at the courthouse from time to time and found it convenient to leave the materials there. He did not wish to make them available to the student as he did not know when he might need them himself. The student, not wishing to antagonize the instructor and unable to afford the purchase price of these materials, therefore changed thesis topics. (212)

**Principle 6.32-1.** In the interest of their students, psychologists in the same institution should avoid as much as possible overlapping of courses and of materials used in courses. The unique materials or procedures developed by an instructor should not be borrowed by other instructors without his consent; if adopted elsewhere, indebtedness to the originator should be acknowledged.

**Principle 6.32-2.** Sponsorship of a student's research is a matter to be arranged freely by the student and staff members involved, with due consideration of the adviser's fields of competence, his

load, the student's preparation, and the compatibility of adviser and student.

**Principle 6.32-3.** An instructor should respect the arrangements made by other instructors and faithfully carried out by students.

1. Students should not be penalized because the instructor disagrees with the views of another instructor.

**Principle 6.32-4.** A teacher should seek to instruct his students in the content of the course rather than in the specific items which happen to be included in a test constructed to measure mastery of the course content. To teach test items is to deprive the student of an opportunity to achieve and test mastery of content.

**Principle 6.32-5.** Materials, books, equipment, and services belonging to an institution should be used by staff members only in ways which do not hinder the academic work of students and staff legitimately entitled to utilize these materials.

#### 6.4 THE PSYCHOLOGY INSTRUCTOR'S RESPONSIBILITY TO HIS FIELD

##### 6.41 FAIRNESS AND ADEQUACY OF TREATMENT OF FIELDS AND SCHOOLS OF PSYCHOLOGY

###### *Problem*

The existence of specialties and schools within the field of psychology results in differences in points of view and in evaluations which are often confusing to students and to the public. They are sometimes actually harmful in the narrowness which they produce in students who are exposed to one point of view in such a way as to bias them against other fields or approaches which might provide them with valuable ideas and data.

###### *Incidents*

1. An instructor in psychology presented psychoanalysis to his students as a discipline so speculative that it deserved no serious consideration. He ridiculed the concept of psychosomatic medicine. On the other hand, he presented a behaviorist approach as the only rational one. (1051)

2. There is some difference of opinion as to the relative importance and value of the various fields of psychology among the members of the department of psychology in the liberal arts college, on the one hand, and the members of the department of educational psychology in the college of education on the other hand. Students sense these differences,

with the result that the academic psychologists develop a tendency to disregard contributions from the applied fields, and educational psychologists tend to expect little help from experimental psychology in dealing with practical problems. (214)

3. A psychology teacher, asked to speak to a group of parents concerning problems of child training and delinquency, presented a very dogmatic statement concerning the best way to raise children and used as examples experiences with his own, non-delinquent children. He neither made clear the fact that he was not a specialist in guidance, nor presented research findings, nor qualified his presentation by making it clear that his opinions were not all borne out by the results of research. (623)

4. A teacher of an introductory course in psychology uses a good deal of unscientific material and deals at length with popular subjects, in an attempt to "interest" students. The result is a cheapening of psychology. (1052)

**Principle 6.41-1.** As differing schools of and approaches to the field of psychology are supported by competent and ethical psychologists, they should be presented to students in such a way as to encourage them to study the relevant facts and draw their own conclusions.

A. A department should help its students to understand and evaluate, not only a given school of or approach to psychology, but also the other major approaches which are making contributions to the development of psychology as a science and profession.

B. Free expression of criticism of the various schools of or approaches to psychology is not only ethical but essential to the development of the field.

**Principle 6.41-2.** When a psychologist is dealing with a field of specialization other than his own, he should make it clear to his audience that he is not speaking as a specialist.

**Principle 6.41-3.** Psychology courses should emphasize the scientific rather than the popular and should not give undue stress to topics simply because of popular appeal.

##### 6.42 MAINTENANCE OF STANDARDS IN COURSES

###### *Problem*

There is a tendency at times to attempt to build up or maintain the enrollment in a department by

admitting unqualified students or by retaining students who cannot maintain a truly adequate level of achievement. This tendency is aggravated by the demand, on the part of many persons who have had little training in psychology, for techniques courses which many psychologists now believe should be taken only by persons with a fairly strong theoretical background. The problem is complicated by the fact that many psychologists believe that it would be unwise to resist, in the name of high standards, demands from related fields which might cause these fields to set up courses paralleling those offered by psychology departments. The line between meeting legitimate demands and yielding to unwise pressures is not always easily drawn.

### *Incidents*

1. I am caught in the following dilemma. Should we fail students who do not achieve what we consider to be the minimum necessary for credit in a course, or should we give all such students D and let them go ahead with other courses? Failure may be bad mental hygiene, but colleges persist in admitting unqualified students in order to maintain enrollments. (801)

2. Several departments I have known permit graduate students to finish two or more years of course work before telling them that the department does not consider them suitable for the granting of an advanced degree. (718)

3. A department chairman is "building up" his department by producing a large number of incompetent, half-trained, people who believe they are clinical psychologists and who take jobs that involve nothing more than routine testing. They thus further the idea that psychology has nothing more to offer the clinic situation. (794)

4. In many colleges, undergraduate students are taught to give psychological tests of all types, with little evidence of careful thought having been given to the question of what types and amounts of training, and what personal qualifications, a person should have before he is permitted to study these techniques. (526)

5. I was asked to advise with a graduate as to the advisability of his taking a seminar and subsequently setting up a testing service using the Rorschach. This young man was on the staff of a public agency and his superior had asked him to take these steps. His previous work had been

primarily in education, with only a few courses in psychology. He was told that there would be no serious objection to his taking the seminar, but that he would not profit from it to any great extent. He was also advised that he should have much more psychological training before attempting to establish the psychological service for the agency. (862)

6. An institution without a department of psychology gives a brief training program in psychological testing for management and personnel workers from local industries. It does something to counteract the idea that those who take the course are equipped to establish selection programs using tests, but the industrial people usually come away with the notion that they are ready to set up such programs. They not infrequently do so, with inferior results and disappointing outcomes, with a consequent and unwarranted disillusionment concerning the possible contributions of psychology to industry. (368)

7. Several two-week training courses in industrial psychology and personnel selection are conducted for personnel men by universities. Many of the men who attend are not adequately prepared for such study. Some have returned to their companies and set up selection testing programs. I have investigated three of these and found each of them seriously inadequate. But the men conducting them believe they are sound and that they need no more help from psychologists. (516)

**Principle 6.42-1.** Students should be admitted to courses, and permitted to continue study in a field, only if there is good reason for believing that they have legitimate reasons for taking the course, that they have the theoretical and technical background needed, and that they are likely not to misuse what they learn.

A. Instruction in techniques should be such as to give the student full awareness of limitations of his skill and knowledge.

### 6.43 SAFEGUARDING PROFESSIONAL TOOLS

#### *Problem*

Psychological methods and instruments, particularly tests, are a subject of considerable interest to many laymen. There is often a casual interest in self-appraisal, but it frequently results from a desire for advance information concerning and practice on tests which are to be used in personnel



selection or evaluation. In either case, the desire of psychologists to explain their work to the public or to gratify their friends may result in the spoiling of instruments which would be valid if their exact nature were not revealed.

### *Incidents*

1. A college instructor in measurement permits undergraduate students to acquire sample sets of standard tests of intelligence, personality, aptitude, and achievement. They thus become available for study by others who live with these students in dormitories, fraternities, and rooming houses, and lose their value for these persons. (236)

2. A university annually conducts a guidance conference for high school seniors, inviting large numbers. One feature is a series of exhibits by the various departments of the university. The psychology department exhibited various pieces of apparatus, and wanted also to exhibit some performance tests. In order to preserve the validity of actual tests, the demonstrations were made quite different from the standard procedures. (130)

3. A person who was about to take some standardized tests in connection with a job application asked to be given some practice tests of the same type so that he would make a better score on the official tests. He also asked that the papers be reviewed with him so that he might learn the correct answers for any items missed. (360)

4. A fellow faculty member telephoned and asked if I would see him and a friend about an examination that the latter was planning to take. When they arrived, my colleague introduced me to his friend and left. The friend explained that he was soon going to compete for a public position, and showed me a statement concerning the selection procedures. He then asked whether I could tell him what kind of test was used, and whether he could see a copy. (456)

5. Several times during the war I was asked to help men anxious to qualify for pilot or other training to "improve their color vision." While it is possible to instruct a color deficient individual in the discrimination of the figures on the pseudo-isochromatic plates (as I was asked to do), actual color vision obviously remains unimproved. But several professional people, not psychologists, were reputed to be conducting a profitable practice of this type. (302)

**Principle 6.43-1.** Instructors should manage the use of psychological tests and other devices, the use of which might be spoiled by familiarizing the general public with their specific contents or underlying principles, in such a way as to limit access to them to persons who have a professional interest and who will safeguard their use.

A. Demonstrations of tests and related devices to non-professionals, whether students or general public, should be planned to illustrate the nature of the device (if this can be done without spoiling the test itself), but should avoid incidental or specific coaching in the use of the actual materials of the test or device.

**Principle 6.43-2.** Psychologists should refrain from employing their special knowledge of evaluation procedures to help individuals pass tests, when the advantage gained by help with the test does not also result in better performance on the activity in which success is to be predicted.

### *The Committee on Ethical Standards for Psychology*

With the aid of the following Subcommittee:

CLAUDE E. BUXTON  
FRANK S. FREEMAN  
GORHAM LANE  
ANN MAGARET  
RALPH H. TURNER  
DONALD E. SUPER, *Chairman*

*Manuscript received September 18, 1951*

# THIRTEENTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

Stockholm, July 16-21, 1951

HERBERT S. LANGFELD

*Princeton University*

THE Congress was officially opened on Monday, July 16th, 1951, at 11 o'clock in the Parliament Building by the Secretary-General who introduced His Excellency B. Ekeberg, Lord High Chamberlain, representing the Government, and Professor Agge, representing the University. Each spoke a few words of welcome. The Secretary-General then introduced the President of the Congress, Professor David Katz, who gave an address on "The Psychology of the Margin of Safety." He developed his thesis with clarity and humor, and illustrated it appropriately. A simple example concerned the lifting of weights. At first one is likely to use more strength than is necessary, but he soon learns to work with a minimum of effort, thus increasing the margin of safety.

There were three evening lectures which were attended by large and appreciative audiences. Sir Godfrey Thomson spoke on "Factor Analysis—Its Hopes and Dangers," B. F. Skinner on "The Experimental Analysis of Behavior," and H. Piéron on "Psychophysiologie général de la douleur."

The four symposia were on the following subjects: "Filmologie," "Relations Between Psychology and Psychoanalysis," "The Study of National Character and Culture Pattern," and "International Association for the Coordination of Psychiatry and Psychological Methods."

One hundred and sixty-one papers were presented during the six days. A breakdown into topics shows the following figures: Clinical and abnormal—39 papers; social, personality, and language—28; educational and child—19; general and theory—15; perception—14; learning—13; sensory—11; tests and measurement—10; comparative—5; applied—4; physiological—3. There were few applied papers, probably because the International Congress of Psychotechnics followed directly after this Congress. The room was generally full for

papers on clinical and on social psychology, while those persons presenting papers on sensory psychology were left with few listeners.

The enrollment consisted of 529 members and 137 associates. The breakdown according to the 31 countries represented is given in Table 1.

TABLE 1  
*Members, by country, attending the Congress*

Countries	Members	Associates	Total
Australia	2	—	2
Belgium	13	4	17
Brazil	28	6	34
Ceylon	1	—	1
Cuba	3	1	4
Denmark	40	16	56
Egypt	2	—	2
England	77	20	97
Spain	4	1	5
Finland	30	9	39
France	36	8	44
Germany	34	8	42
Guatemala	1	1	2
India	1	—	1
Iran	1	—	1
Israel	2	—	2
Italy	17	5	22
Japan	2	—	2
Jugoslavia	3	—	3
Netherlands	10	2	12
Norway	48	3	51
North Ireland	1	—	1
Austria	1	0	1
Portugal	2	1	3
South Africa	1	—	1
Sweden	105	30	135
Switzerland	9	2	11
Syria	2	—	2
Turkey	1	—	1
Uruguay	2	—	2
U. S. A.	50	20	70
	529	137	666

The main action taken at the Congress was the final adoption of the statutes of the International Union of Scientific Psychology. The officers appointed are: H. Piéron, President; Sir Frederic Bartlett, Vice-president; David Katz, Treasurer; H. S. Langfeld, Secretary-General; J. Piaget, Vice-Secretary-General. Headquarters of the Union are Eno Hall, Princeton, N. J.

The following societies are now members of the Union: American Psychological Association, Belgian Psychological Society, British Psychological Society, French Psychological Society, German Psychological Society, Italian Psychological Society, Japanese Psychological Society, Netherlands Psychological Society, Norwegian Psychological Society, Swedish Psychological Society, and Swiss Psychological Society.

The Executive Committee consists of the following members: S. Baley, Sir F. C. Bartlett, David Katz, Otto Klineberg, H. S. Langfeld, Philipp Lersch, J. Germain, Albert Michotte, T. H. Pear, J. Piaget, H. Piéron, M. Ponso, T. Rasmussen, G. Révész, and H. Wallon.

The Assembly consists of the following members:

J. von Allesch (Göttingen)	Mme. Ch. Buhler (Hollywood, Calif.)
R. Anderberg (Upsala)	R. Bujas (Zagreb)
Mme. H. Antipoff (Rio de Janeiro)	Sir Cyril Burt (London)
S. Baley (Warsaw)	F. Bujtendijk (Utrecht)
F. Banissoni (Rome)	H. Cantril (Princeton, N. J.)
Sir F. C. Bartlett (Cambridge)	L. Carmichael (Medford, Mass.)
J. Beebe-Center (Cambridge, Mass.)	V. Coucheron-Jarl (Oslo)
H. Berger (Jena)	P. Dale (Riga)
S. Blachowski (Poznan)	M. Debasse (Strasbourg)
E. G. Boring (Cambridge, Mass.)	J. Drever, Jr. (Edinburgh)
K. Buhler (Hollywood, Calif.)	J. Elmgren (Goteborg)
	Th. Erismann (Innsbruck)

Jesper Florander (Copenhagen)	A. Marzi (Florence)
P. Fraisse (Paris)	R. Meili (Bern)
A. Gemelli (Milan)	I. Meyerson (Toulouse)
J. Germain (Madrid)	A. Michotte (Louvain)
C. Graham (New York)	W. Miles (New Haven, Conn.)
P. Guillaume (Paris)	E. Mira y Lopez (Rio de Janeiro)
D. W. Harding (London)	J. Nuttin (Louvain)
W. Heinrich (Cracow)	L. Orbelli (Leningrad)
C. L. Hull (New Haven, Conn.)	T. H. Pear (Manchester)
G. Humphrey (Oxford)	J. Piaget (Geneva)
W. S. Hunter (Providence, R. I.)	H. Piéron (Paris)
D. Katz (Stockholm)	W. B. Pillsbury (Ann Arbor, Mich.)
O. Klineberg (New York)	M. Ponso (Rome)
R. Knight (Aberdeen)	G. Poyer (Paris)
W. Köhler (Swarthmore, Penna.)	G. Révész (Amsterdam)
E. Kretschmer (Tübingen)	F. Sanford (Washington)
D. Lagache (Strasbourg)	B. F. Skinner (Cambridge, Mass.)
H. S. Langfeld (Princeton, N. J.)	R. H. Thouless (Cambridge)
J. I. Lasaga (Havana)	L. L. Thurstone (Chicago)
K. S. Lashley (Orange Park, Fla.)	E. C. Tolman (Berkeley, Calif.)
A. Ley (Brussels)	T. Vana (Prague)
P. Lersch (Munich)	M. Viteles (Philadelphia, Penna.)
A. Luria (Paris)	H. Wallon (Paris)
G. H. Luquet (Paris)	D. Wolfe (Washington, D. C.)
Miss F. MacNeill (Manchester)	A. W. P. Wolters (Reading)
N. Mäki (Helsinki)	R. S. Woodworth (New York)
D. Marquis (Ann Arbor, Mich.)	

Spanish has been made one of the official languages of future Congresses.

It was voted to accept the invitation of the Canadian Psychological Association for the 1954 Congress provided the American Psychological Association will join in sponsoring the Congress.

*Manuscript received September 24, 1951*



# ANNUAL REPORT OF THE EXECUTIVE SECRETARY: 1951

FILLMORE H. SANFORD

*American Psychological Association*

THE objective observer, if he were exposed to all the relevant facts and had some way of evaluating them, would probably come to the conclusion that the American Psychological Association is a robust organization. We have a large and growing membership that includes the major proportion of all American psychologists. Our members pay their dues with reasonable promptness and not much complaint. Our boards and committees meet often, and work very hard without any negotiable return. Our system of representative government appears to allow of fairly wide participation and leads to actions that, for the most part, are wise and effective. Our publications supply fairly adequate outlets for research reports, our editors work conscientiously and well, our journals are available at prices most of our members can afford. Financially, the organization is sound. We pay our annual way and still have enough money in the bank to meet any but dire emergencies.

Looked at in such a light and from such a distance, the APA is sound of wind and limb. If we look more closely at ourselves, however, we can be more discriminating both about our strengths and about those potential weaknesses which may demand preventive therapy.

## ORGANIZATIONAL PROBLEMS

If we take a close look at our organizational structures and procedures we can easily become convinced that the APA is doing a fairly good job of meeting the needs and wrestling with the problems shared by its members. But it is clear that not all members are happy with the organization, that the enthusiasm with which annual dues are paid is not universally great. For example, some people have observed that by its emphasis on problems growing out of psychology's increasing professionalization the APA is alienating the affections of those members who devote their time exclusively to the laboratory and classroom. A

different group is convinced that the APA, in distributing its efforts, brings too little too late into psychology's struggle to establish itself as a profession. We currently do not really know enough about the attitudes of our members to tell how widely shared are either of these feelings. We do have some recent evidence, however, bearing on the problem of alleged disaffection among our academic people. It is evidence that suggests the problem has been somewhat exaggerated. On last spring's Directory questionnaire, the analysis of a sample of returns indicates, around 90 per cent of our academic members express a willingness to serve on one or more APA committees. The figure for non-academic practitioners was slightly less. Slightly more academicians than practitioners take the trouble to answer an open-ended question concerning the nature of the APA's future problems. It is also a fact that the academicians and practitioners are inclined to be concerned with the same problems. (The September *American Psychologist* reports in detail on some of these facts.)

Though no one can deny that we have potential schisms in our Association, here is an indication that we are a unified group. It looks as if involvement is both great and widespread. But there are some other facts. In the latest APA presidential election, less than half of our 8,600 members voted. Less than 3,000 members bothered to vote on the recent revision of the By-Laws. And it is a good guess that cover-to-cover readers of the November *American Psychologist*, containing the reports of our governmental and committee action, are pretty rare. While actions of the Association are taken in the name of all its members and often have a tangible bearing on the welfare of all American psychologists, it is apparent that an unimpressive number of our members participate in the making of our decisions, and by no means all of them know about the decisions after they are made. If a social psychologist encountered facts like these in his investigation of a group in

an industrial or other setting, he would have grave doubts about the enthusiasm with which the decisions will be carried out and about the real significance of the problems with which they are concerned.

If we want to increase the amount of participation among our members, the APA like any other organization that wishes to stay really alive, must find procedures more effective than mere protestations of democracy. If APA membership is to be most meaningful to most members, our governing bodies, our boards and committees, will all have to work toward actions that not only are rationally conceived but are in line with the real needs of our members. It is conceivable to me that psychologists, if they put their minds to it, have a very excellent chance of creating an organization that can serve as an outstanding example of democratic effectiveness. We have not reached the ultimate yet.

In addition to problems of participation and involvement, the APA needs to face the questions of optimal complexity and optimal centralization of functions. In recent years the number of APA structures and functions has grown enormously. At the annual business meeting in 1940, ten APA committees and eight representatives to other organizations reported. In 1951, the Council of Representatives received reports from 29 boards and committees and from representatives to 13 other organizations. In 1940 the Association employed a secretary and a clerk. In 1951 the Association employs four professional psychologists and 15 additional people. The 1940 financial statement contained an item of \$1,091.95 to cover the combined expenses of "yearbook, annual convention, and committees." For 1951 the equivalent figure will be close to \$48,000.

Part of this tremendous change is due directly to our growth. But while our size was doubling, our complexity as an organization was increasing three or four or five fold. Most members will agree that an organization representing psychologists in 1951 needs to be very complex indeed if the representation is to be at all adequate. At any given time, however, we need to ask ourselves questions about how complex and how centralized our organization really needs to be.

With respect to complexity, somebody needs to decide what are the significant problems that can be appropriately and effectively handled through

organized effort. The best people to decide this are the members themselves, and the best way to see that they decide it, and decide it wisely, is to have an informed electorate with highly participant procedures for decision-making.

With respect to centralization, we need to decide how much our national organization should try to do itself, how much it should try to turn back to divisions and to state associations. It frequently seems to happen that an organization establishes a bureaucracy, staffs it with ambitious people, and sets about its business only to find after a few years that the bureaucracy is more interested in preserving and augmenting itself than in serving its constituency. We need, every once in a while, to study carefully our Central Office to see that it is playing a facilitating rather than dominating role in the organization and we need to watch all aspects of APA government to insure against a top-heavy overcentralization. There is a Charybdis, however, that comes with this particular Scylla. We should not be too decentralized either, or we will not be most effective in implementing the desires of our members.

There are other internal organizational problems now facing us. There are specific pressures now for the APA to establish new mechanisms to meet new problems. How do we reach wise decisions about the alleged needs for new APA functions? How can we operate so that the enormous amount of time our members give to committee work can be spent more profitably? What can we do about the convention program that seems about to run away from us? How can we so improve internal communication that our different kinds of members react to one another on the basis of common interest and objective perceptions rather than superficial differences and stereotypes? What are we going to do about membership requirements? Shall we be an interest group, with a welcome for all who meet very minimal requirements or shall we be a scientific and professional organization with high entrance requirements? Or shall we remain something of both—as we are now? These are but a few of the organizational and administrative questions that now press for answers. All of these smaller problems, however, will almost solve themselves if we succeed in maintaining an organization that is optimally responsive to the needs of its members and that allows for the expression of its members' best wisdom.

## PUBLICATION PROBLEMS

With respect to publication, an area of activity involving about 75 per cent or more of our annual budget, our operation appears generally sound. There is continual pressure to increase the size of our journals so that more authors can have more space to publish more research. There is a balancing pressure to keep our journals small so that potential readers can afford to subscribe to them. Our editors live, with apparent grace and effectiveness, on the hot spot between these conflicting forces. Few deserving articles in psychology go unpublished, even though publication lag is sometimes regrettably long. Our journals are currently self-supporting. Subscription prices deprive few psychologists of the opportunity to read good research papers. Things look relatively good in our publications business.

In the near future, however, our journals are likely to encounter some rocky financial problems. For the past few years, the costs of printing have soared as fast or faster than general costs in the economy. The 1940 printing dollar is now worth 50 cents or less. During the last few years the steadily increasing circulation of our journals and the large sale of back issues have made it possible for the APA to operate its publishing business in the black. But circulation now seems likely to level off so that further increases in cost cannot be absorbed by the efficiencies of mass production. And there appear to be few libraries left to stock up on our back issues. Our membership is still increasing, but a shrinking percentage of our members voluntarily subscribe to our journals. If we want our journals read we must keep the price down. If we want them read *and* in the black, we must soon consider some financial readjustments. (The 1951 Report of the Recording Secretary shows that the Council of Representatives has already taken adaptive action on this problem.)

## GENERAL FINANCIAL PROBLEMS

The financial aspect of APA publications has helped create a general financial situation that will soon demand serious attention. Currently we are financially sound. We have reserve funds of about \$200,000, an amount sufficient to impress any psychologist who is wondering where next month's rent is coming from. This amount is not sufficiently large, however, to cover a year's operation of the

Association. Our 1952 budget calls for the expenditure of over \$300,000. Most associations like ours aim at a reserve fund sufficient to cover a full year's expenses. Our APA Finance Committee recommends that we adopt a similar goal. If we do, and if our present reserves are in part invested in a headquarters building, we have a long way to go to reach ideal financial stability.

Particularly does the way look long if we glance at our 1951 financial operations. This year we will probably run a deficit. A large increase in publication costs, the 1951 appearance of a \$25,000 biographical directory and other factors will add up to the expenditure of more money than we receive. In the face of such facts, we must soon find ways either to curtail APA activities, despite the pressure to increase them, or find ways to increase income.

## PROBLEMS OF PSYCHOLOGY AS A PROFESSION

All these problems—and there are others like them—appear very real. They appear especially real to an administrator. But these problems are mere phenotypes, mere symptoms. The administrator may concern himself exclusively with the organizational and financial aspects of the APA, but the *members* know better. And if you ask them, they will tell you better. Last spring we asked them about their perceptions of problems facing the APA. Of a sample of 378 members only 10 per cent mentioned problems having to do with such things as publications, placement, divisional structure, participation, membership requirements, or the annual convention. The vast majority talk about legislation, training standards, interprofessional relations, public relations, intraprofessional cleavages, and psychology's need to contribute to social goals. All these are problems related to the big general problem—psychology's growth as a profession. When you ask psychologists on what APA committees they would be most interested in serving, a very similar picture emerges. The figures in Table 1 show the frequency with which individuals in our sample expressed a willingness to serve on the various APA committees.

The emphasis again is clearly on problems connected with our growth as a profession. Those of us who are branching out into professional areas, as clinical or industrial psychologists, as human engineers, as counselors or consultants, are concerned with ways of establishing psychology as a



TABLE 1

*Committees ranked according to number of volunteers and percentage of academic, clinical, and total groups volunteering*

Rank	Committee	Total (N = 378)
1	Relations with Psychiatry .....	30%
2	Training in Clinical Psychology .....	24%
3	Standards of Training .....	20%
4	Training below PhD .....	18%
5	Ethical Standards .....	14%
6	Public Relations .....	14%
7	Academic Freedom .....	13%
8	International Relations .....	13%
9	Intraprofessional Relations .....	13%
10	Scientific and Professional Ethics .....	12%
11	Relations with Social Workers .....	12%
12	Test Standards .....	12%
13	Publications Board .....	10%
14	Policy and Planning Board .....	8%
15	Convention .....	6%
16	Student Activities .....	6%
17	Audio-Visual Aids .....	4%
18	History of Psychology in Autobiography ...	4%
19	Membership .....	3%
20	Precautions in Animal Experimentation ...	2%
21	Finance .....	1%

sound and productive profession among professions. Those of us who ply our competencies in research or teaching share this concern, for the professional carries our good name with him into the field of service.

There are those who would prefer to keep psychology "pure," to prevent this rush toward application. Some would like to divorce themselves entirely from psychology as a profession. They want no truck with the practitioners. It is probably not possible either to prevent the development of a profession of psychology or to arrange things so that the scientist and the practitioner in our field will not—for a long time—inexorably share a common fate. No one can really predict how much and what kind of professional development in psychology our culture will support. But that the culture will support—perhaps even demand—a further development of some sort is clear. It appears inevitable that more and more psychologists will engage more and more actively in the work of applying psychology in the interest of human needs. We cannot prevent this development. But we need not stand passively by while history happens to us. It is hard to believe that we cannot, within limits, influence the course of our future history. We can, if we are wise and de-

termined about it, do things now to insure that our institutionalization as a profession occurs in accordance with our own best thinking. We can avoid a blind emulation of other professions. We can see to it that our profession does not develop, while our backs are turned, in ways that will insult our real purposes, our real responsibilities, our real values.

The professionalization of psychology is our big problem. Most of us recognize it as our big problem and are willing to devote large amounts of energy to attempts at its solution. I would like for a few minutes to depart from anything even approximating a report on present or past events and talk about a way in which we may guide our efforts in wrestling with this big and intricate problem.

I want to talk about something that can be titled "the criteria of a good profession." It seems to me that our thinking about the future of our profession, our plans for its development, our assessment of its healthiness at any stage of its development would all be sharpened and facilitated if we could describe to ourselves the characteristics of a profession which we would regard as good. The seeking for criteria by which we can evaluate the goodness of a profession may be a task characterized more by its piety than its chances for success, but it is a task that is perhaps worth a trial. I invite you to join me in wrestling with it for at least long enough to decide if it is an entirely hopeless undertaking. It may be possible to set down certain propositions which will help, if not in the incisive evaluation of our profession, at least in keeping adaptively intricate our perceptions of its nature.

It is possible and legitimate to view any profession as a social entity, an entity having its own pattern of organization, its own responses to social pressures exerted upon it, its own ways of interacting with other institutions, other professions in its supporting culture. If we look at such an entity through a pattern of values that seem widely shared by psychologists—a pattern in which a respect for evidence is blended with a respect for the human individual—we can formulate some declarative sentences about "good" and "bad" characteristics of that entity. The process of arriving at such sentences may require movement across something other than the clearly defined bridge of explicit logic, but even if the movement is by the

veriest of free association it still may be worthwhile to see where it leads us.

There follows a proposed list of characteristics of a good profession. The list is tentative, incomplete, and its items overlap one another. In spots, it approaches the platitudinous. It is submitted as an example of the sort of principles—principles that *feel good* to many psychologists—that we might adopt as guides for the development of a profession that not only meets the needs of society but also conforms to psychologists' basic values.

#### *The Criteria of a Good Profession\**

1. *A good profession is one that is motivated by a sense of social responsibility.* Professions are allowed to exist because they serve the society in which they develop. If psychology begins in any way to use society rather than serve it, to aggrandize itself beyond the point necessary for its giving of its best service, it is an unhealthy profession.

2. *A good profession is one sufficiently perceptive of its place in society to guide continually its practices and policies so they conform to the best and changing interests of that society.* The pattern of social organization continually changes. In a democratic society these changes are inclined in the long run to be an evolution towards a culture that is more adaptive in meeting the needs of the individual. The good profession is one that sees these changes and adjusts itself in such ways that its competencies are made maximally available to members of the society. Psychology, to be a good profession, should not invest itself in any status quo that is demonstrably out of line with public welfare.

3. *A good profession is one that is continually on guard lest it represent itself as able to render services that are beyond its demonstrable com-*

*petence.* The members of the good profession avoid the assumption of halos. They perform the function for which they are trained and meticulously avoid assuming roles that other professional people play with demonstrably greater competence; and they are always on guard against the delusion of pervasive omniscience.

4. *A good profession is one that is continually seeking to find its unique pattern of competencies and that concentrates its efforts on the rendering of the unique service based on its pattern of competencies.* Most psychologists would argue that one of the outstanding competencies of our own profession is the ability to serve society through research. This competence probably carries with it an obligation. Perhaps ours will not be a good profession if the prospects of increased income or increased status, or even more admirable motives, turn us too far away from the performance of our own unique pattern of functions and start us to plying the competencies that can be found in good measure in other professions. On our Directory questionnaire, 35 per cent of our practitioners report that research is one of their major functions. This compares with a figure of 84 per cent for people with academic positions. There are many who would take alarm at the 35 per cent figure, regarding it as dangerously low. There are others who compare it with other professions, and are proud of it. Whether the figure is now seen as high or low, it is probable that our actions in the near future will determine whether it goes up or down in the next fifteen or twenty years.

5. *A good profession is one that devotes relatively little of its energy to "guild" functions, to the building of its own in-group strength, and relatively much of its energy to the serving of its social function.* It may be necessary for a profession to take steps to preserve its existence, to improve its relative position among existing professions and existing social institutions. But such efforts may easily get out of hand and be directed more toward non-functional aggrandizement than toward the achievement of such a social position as is most conducive to proper functioning. Psychology must search its motives carefully before engaging in lobbying or in aggressive public relations. As a profession we must not become so interested in improving our status that we ever forget the welfare of the client.

6. *The good profession is one that engages in*

\* These criteria were first articulated in the spring of 1951 in a talk before a joint meeting of the Connecticut Valley Psychological Association and the Connecticut State Psychological Society in Middletown, Connecticut. They were further discussed at an August meeting of the APA Ad Hoc Committee on Relations with the Medical Profession. The wise and insightful ideas of the latter group contributed greatly to the present formulation of these criteria, and a version of the criteria may appear in that Committee report. The committee was composed of Joseph Bobbitt, Arthur Combs, J. McV. Hunt, Carlyle Jacobsen, E. Lowell Kelly (Chairman), Rensis Likert, David Shakow, and the present writer.

*rational and non-invidious relations with other professions having related or overlapping competencies and common purposes.* The good profession keeps its eye on its social goal and is ready to collaborate with all those who seek the same goal. When professions forget their common goals and concentrate on superficial points of conflict, a tendency that is probably sometimes facilitated by the existence of executive secretaries and professional organizations, defenses are up, rationality is down, maladaptive and invidious behavior is the result.

7. *A good profession is one that devotes a proportion of its energies to the discovery of new knowledge.* No profession now possesses the ultimate knowledge or the best of all possible competencies in its field. Like all professions, psychology should actively seek the advancement of the basic knowledge that lies behind the socially relevant skills the profession employs. Perhaps it is true that the newer the profession and the fewer its techniques of demonstrable utility, the more of its resources it should devote to research. Certainly in any field of human behavior and human relations the need for new knowledge borders on the desperate. Any profession in this area that does not actively support and/or carry on research is failing in the commitment of a responsibility.

8. *The good profession is one in which there are good channels of communication between the discoverers of knowledge and the appliers of knowledge.* Psychology now seems to meet this criterion more successfully than most professions. Our research people and our service people walk the same halls, attend the same meetings, still speak to one another. Often it is the case that the pure and applied scientist reside within the same skin. Such an arrangement, though all of us recognize it as precarious, has many advantages. It perhaps constitutes a unique strength and healthiness.

9. *The good profession is one in which its discoverers of knowledge are not relegated to positions of second-rate status.* In our culture the "pure" scientist tends to be less well recognized and less well fed than those who are on the forefront of scientific application. This is probably not the way to insure the maximum flow of that knowledge that makes possible the skills and techniques which undergird the life of a profession. Something is wrong when the practitioner or technician drives a Cadillac while the scientist rattles around in a

jalopy. As psychology develops as a profession it will be well for the professional to be continually aware, even if the public isn't, that in the long run his bread is buttered by basic research.

10. *The good profession is one that is free of non-functional entrance requirements.* The only criteria for judging an individual's suitability for entrance into a profession should be concerned with his potential contribution to the public served by the profession. Exclusion on the grounds of race, nationality, creed or on the basis of vague and unvalidated considerations of an applicant's personality, is never warranted. The erection of artificial barriers in training, for the purpose of eliminating "undesirables" or of "cutting down competition," is not justifiable.

11. *The good profession is one in which preparatory training is validly related to the ultimate function of the members of the profession.* The training program of a good profession should not contain elements that are not clearly related either to technical skills, professional competence, or general enlightenment. The discovery of new knowledge should lead to changes in training programs. No training procedures should persist simply because they were good for father or grandfather. In these days of shortages of all professional personnel, society cannot afford to support training programs that are ineffective or unduly prolonged. Neither, of course, can society support programs that turn out only half-baked professionals.

12. *A good profession is one in which the material benefits accruing to its members are proportional to social contributions.* Any one profession would have a difficult time proving that it was worth more or less than any other. Within a profession, however, the relative worth of an individual is somewhat easier—though not easy—to establish. At the least, there should be no differentials in income based primarily on non-functional hierarchy or on the individual's ability to "charge what the traffic will bear."

13. *The good profession is one whose members are socially and financially accessible to the public.* Psychology should never become so expensive nor so exclusive that all individuals, regardless of income, do not have access to psychological services they need.

14. *The good profession has a code of ethics designed primarily to protect the client and only secondarily to protect the members of the profes-*



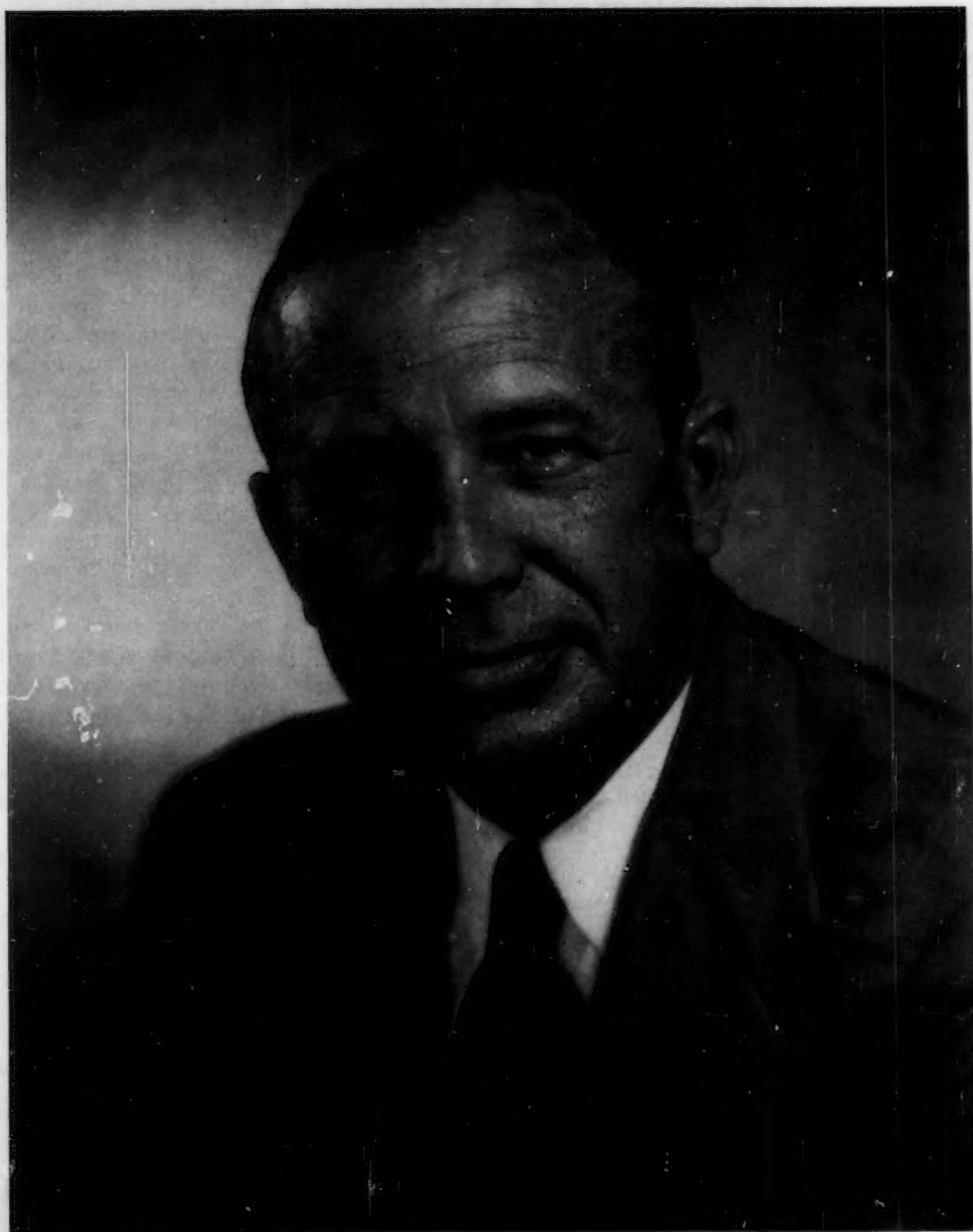
*sion.* It is possible for professional ethics to evolve into such a form that the protection of the professional—his ego and his income—becomes more important than the protection of the client or patient. Such a development is clearly in contradiction to the profession's pact with society.

15. *A good profession is one that facilitates the continuing education and training of all its members.* As new methods, new techniques, new modes of thought come to light, the individual professional, far removed from formal training, must still be kept in contact with these developments. His profession has a responsibility to facilitate such procedures as refresher courses, professional meetings, and journals. The psychologist who, either by choice or necessity, takes his new PhD degree off into social isolation from his colleagues will soon find that his ability to do research or to render professional service will become rusty and/or out of date. The good profession takes steps to prevent such an occurrence. And since it is probably true that the individual who engages in independent practice of his profession has fewer opportunities for consultation and discussion with his colleagues and with members of related professions, it may be wise for the good profession to do what it can to facilitate and encourage practice in group settings. The researcher in a bustling psychology department and the practitioner in a clinic are both more likely to maintain their competencies and to make fewer mistakes than is the lone wolf in either line of work.

16. *A good profession is one that is continually concerned with the validity of its techniques and procedures.* It is essentially immoral for a profession to represent as useful a service or a technique of doubtful validity. A young profession trying to establish itself may be often tempted to oversell itself and its competencies. The giving in to such a temptation can result only in harm to the

public and eventually to the profession itself. While it is not always possible to know in advance that a given technique or procedure will produce desired results for the client, it is possible to avoid misrepresentation. It is possible to avoid self-delusion. It is *always* possible for the profession to maintain a scientific attitude—an attitude that leads to the continual seeking for evidence and a respect for it when it is available. While the practitioner and the scientist engage in different activities, it is possible and perhaps necessary that they both attack their problems in ways that are compatible with the general scientific method.

These, then, are sixteen criteria of a good profession. There are additions that might be made to the list. And there are other ways in which the whole cheese might be sliced. The present list, in the eyes of some, is completely unrealistic. It is, they will say, much too idealistic, much too wishful. Maybe so. But my own feeling is that psychologists themselves are very idealistic people and very much inclined to keep their behavior in line with their strong feelings of social responsibility. If we fall too far short of these or similar standards, few present psychologists will be really proud to bear the name. Our scientists and our practitioners will become alienated from one another to the probable detriment of both and at the expense of crippling our potential contribution to society. We will fall out with ourselves and with other professions. If we strive with some success to meet these criteria, all of us, whatever our special interests, whatever our divisional affiliations, and whether our primary inclination is toward pure or applied science, can find decent, dignified, and productive places in the psychology of the future. All of us, with minds free and consciences clean, can participate fully in the growth and development of the unique entity that is American psychology.



ARTHUR W. MELTON

*Director of Operations, Air Training Command, Human Resources  
Research Center, Department of the Air Force*

Board of Directors, American Psychological Association

Editor, Journal of Experimental Psychology

## Psychological Notes and News

**McNairy M. Crutchfield**, psychologist at the Haggard Clinic in Nashville, Tennessee, recently died at the age of 37.

**Lt. Col. Jerome G. Sacks** is one of the missing Army personnel who were in an airplane crash off the Aleutian Islands on July 21, 1951. Wreckage of the plane has not been found.

**Victor C. Raimy**, on leave from the University of Colorado, is serving as executive officer of the APA Education and Training Board. Dr. Raimy's headquarters are at New York University where he will work in close conjunction with Stuart W. Cook, chairman of the Education and Training Board.

By error, the name of **Julian C. Stanley** was omitted from the list of members of the Subcommittee on Writing and Publishing of the Committee on Ethical Standards for Psychology. Dr. Stanley assisted in preparing Section 5 of the statement of ethical standards which appeared in the August issue of the *American Psychologist*.

**William A. Hunt** has been appointed chairman of the department of psychology at Northwestern University.

**Donald B. Lindsley**, formerly of Northwestern University, has been appointed professor of psychology in the department of psychology and in the department of pediatrics of the Medical School at the University of California, Los Angeles.

**Daniel N. Wiener** is the newly appointed Chief Clinical Psychologist at the VA Mental Hygiene Clinic, Fort Snelling, St. Paul, Minn.

**Julian S. Myers** has resigned as clinical psychologist at the Institute of Physical Medicine and Rehabilitation of the New York University-Bellevue Medical Center, New York City, to accept a position at the Burke Foundation in White Plains, N. Y.

The Executive Secretary of APA announces that **Lorraine Bouthilet** is now serving as managing editor of all APA publications.

In April 1951 the American Standards Association published three new standards, Z58.7.1-1951,

Z58.7.2-1951 and Z58.7.3-1951, all having to do with the measuring and specifying of color. The first of these, which is the American Standard Method of Spectrophotometric Measurement for Color, establishes appropriate conditions for spectrophotometry of nonluminescent materials which are specifically applicable to color measurement. The second, which is the American Standard Method for Determination of Color Specifications, establishes a procedure for the computation of color specifications from spectrophotometric and spectroradiometric data and provides a coordinate system for the expression of color specifications. The third, which is the American Standard Alternative Methods for Expressing Color Specifications, covers additional forms of color specifications to which the attributes of color perception are more directly related. A copy of the single publication covering the details of all three of these standard methods can be secured directly from the American Standards Association, Inc., 70 East 45 Street, New York 17, New York.

These methods represent the considered judgment of the experts comprising the ASA Sectional Committee on Standardization of Optics, Z58, and they were issued only after careful consideration. Furthermore these methods are understandable and useful to psychologists specializing in the field of color or colorimetry; and their appropriate application by psychologists furthers our science.

The Board of Directors of the American Psychological Association has endorsed these new standard methods and has requested that this statement be prepared and published for the information of the membership.

HENRY A. IMUS AND SIDNEY M. NEWHALL,  
*APA Representatives, American Standards Association, Sectional Committee on Optics*

At the University of Rochester Helen H. Nowlis and Vincent Nowlis of the State University of Iowa have appointments as visiting research professors, beginning September 1, 1951, and Austin H. Riesen of the University of Chicago, will be visiting research professor, beginning December 1, 1951. They will be working with G. R. Wendt, chairman of the psychology department, on an



ONR project on the effects of endocrines, drugs, and other chemical agents on behavior. John Lanzetta will be with the project as research associate and Vivian I. Thackaberry as clinical research associate.

Burton G. Andreas, formerly of the State University of Iowa, and Russel F. Green, formerly of the University of Southern California, will be associated with S. D. S. Spragg and others on an ONR project investigating the response characteristics of the human operator of equipment. Their appointments are as research associates.

William W. Haythorn, research associate, will be collaborating with L. F. Carter and others on an ONR project on leadership and group behavior.

Other new appointments include Howard Axelrod, formerly of the University of Pittsburgh, as clinical associate; Norman Harway, as clinical associate; Arnold Gerall, formerly of the State University of Iowa, as assistant professor; and Dwight H. Gardner, as instructor.

**John T. Dailey**, formerly acting director of the Personnel Research Laboratory, Human Resources Research Center, has been appointed Head, Classification and Survey Research Branch, Research Division, Bureau of Naval Personnel, Washington 25, D. C.

**Sol Klier** has been appointed research assistant in the Psychological Research Center of New York University. He is also a part-time instructor in the department of psychology at University Heights College.

The following changes have been made in the psychology department at the Lynchburg State Colony, Colony, Virginia: **John N. Buck**, chief psychologist, has resigned to devote his time to independent psychological research. His new address is P. O. Box 157, White Stone, Lancaster County, Virginia. **Hannah S. Davis**, who has been senior associate psychologist, has been appointed acting chief psychologist at Lynchburg State Colony. **Emanuel F. Hammer**, who joined the Colony staff as associate psychologist, is now senior associate psychologist and supervisor of intern training.

**David S. Goodenough** is organizing a department of psychology at Longcliff State Hospital, Logansport, Indiana. Plans are being made for an intern training program which will be coordinated

with the graduate program at Purdue University. **Ernest Kamm** of New York has recently joined the psychology staff at Longcliff.

**Gerald R. Pascal** has been appointed professor of psychology and director of the Psychological Service Center at the University of Tennessee. He was formerly research psychologist at the Western Psychiatric Institute and Clinic and associate professor of psychology at the University of Pittsburgh.

**Elizabeth M. Hincks** has recently joined the staff of the psychological department at Saint Elizabeths Hospital. She was formerly associated with the Home for Little Wanderers and the Massachusetts General Hospital in Boston.

**Ira J. Hirsh** has been appointed research associate at the Central Institute for the Deaf, assistant professor of psychology at Washington University, and research associate in otolaryngology, Washington University School of Medicine. He was formerly research fellow, Psycho-Acoustic Laboratory, Harvard University and consultant to the Massachusetts Eye and Ear Infirmary.

**Samuel D. Morford** and **Eileen Ort** have joined the New York staff of The Personnel Laboratory in the capacity of clinical psychologists.

**Joseph D. Matarazzo** of Northwestern University has been appointed instructor in medical psychology at Washington University School of Medicine, St. Louis, Missouri. Fellows in medical psychology serving as interns are Evelyn P. Mason, Washington University; Frank B. Strange, Pennsylvania State College; John I. Wheeler, University of Texas; and Lt. L. R. A. Lingley, RCAF, University of Ottawa.

**Robert O. Shaffer** has been appointed assistant to the president at Cornell University. He has been an assistant to the dean of men at Cornell.

**The Institute for Research in Human Relations** announces the addition to its staff of F. K. Berrien, formerly professor of psychology, Colgate University; P. Douglas Courtney, formerly associate professor of psychology, Ohio State University; and Willis C. Schaefer, formerly associate professor of psychology, University of Maryland. Dr. Courtney is with the Philadelphia office of the Institute at 2224 Locust Street and Drs. Berrien

and Schaefer are with the Washington office at 1156 Nineteenth Street, N. W.

Norman Munn was guest of honor at the Fourth Annual Meeting of the Maritime Psychological Association in Halifax on September 13 and 14. During the meeting he gave a public lecture entitled "Current Trends in American Psychology."

Florence L. Goodenough, professor emerita, University of Minnesota, was honored at a dinner sponsored by the International Council of Women Psychologists at the Sherman Hotel in Chicago on September 1. Dr. Goodenough served as a member of the Council of the APA in 1934-36, and as president of the Division on Childhood and Adolescence in 1948. She was the first president of the National Council of Women Psychologists which later became the International Council.

The Massachusetts Society of Clinical Psychologists has been reincorporated as the **Massachusetts Psychological Association**. The new association will include in its membership psychologists in all fields and looks forward to meeting the requirements for continued affiliation with the APA.

The Veterans Administration has on file in its regional offices completed test blanks and answer sheets for approximately 300,000 veterans who have received vocational guidance. The tests are not the same for all veterans but for each veteran there are tests selected from an extensive list which were considered to have been indicated by the vocational adviser. A moderate amount of additional information such as age, number of years schooling, employment objective chosen, etc., is also available on a summary form accompanying most test materials. In spite of certain obvious shortcomings of the data for some purposes, it seems likely that some useful types of research might be done with this material. The VA is willing to turn these data over to a responsible university or research organization.

Because of the confidential nature of the material, precautions would have to be observed concerning the qualifications of persons working with the data, the storage and ultimate destruction of the data, and related considerations. The VA would prefer that one organization take over all or a substantial part of the material since small portions could not readily be made available for relatively minor

studies. Interested organizations are requested to communicate immediately with the APA Central Office.

Among the meetings of interest to psychologists at the AAAS meetings to be held in Philadelphia on December 26-31, 1951 are the following:

**The Research Center for Human Relations** at New York University will co-sponsor a symposium on "National Security and Freedom of Thought: A Research Problem." Speakers will be Marie Jahoda, Harold D. Lasswell, Gardner Murphy, and Hans Speier. Stuart W. Cook will be chairman of the session, which will be on December 29.

**The Society for Research in Child Development** will meet in conjunction with the AAAS on December 27 and 28, with three sessions of reports on current research and one symposium on "Sex Education and its Relation to the Sexual Behavior of Children and Young Adults."

**A Conference on Scientific Manpower** has been organized to bring before the AAAS some of the problems of scientific manpower in the physical, biological, engineering, and social sciences. Ralph M. Hogan is chairman of the program committee for the conference; John A. Nagay is secretary; and other members are T. A. Marshall and M. H. Trytten.

**Robert H. Seashore Memorial Book Fund.** Mrs. Robert H. Seashore has established at Northwestern University a memorial book fund in memory of her husband, who was chairman of the department of psychology prior to his death on August 27th. The fund will be used to purchase books in psychology. Members of the American Psychological Association and others who wish to contribute to this fund are invited to send their contributions to Jess Nyholm, University Librarian, Northwestern University, Evanston, Illinois.

**National Research Fellowships** in the Natural Sciences will be continued for the academic year 1952-3 and the National Research Council is now accepting applications for these fellowships.

The Fellowships, supported by the Rockefeller Foundation to promote fundamental research in the natural sciences, are available in the field of psychology. They are awarded to citizens of the United States or Canada, and generally only to persons under 35 years of age. The requirements for the doctorate must have been completed prior to

assuming the fellowship, and the Fellow must have demonstrated a high order of ability in research. Fellowships will be awarded by the Natural Sciences Fellowship Board at its meeting in March 1952. Applications to be considered at this meeting should be filed *on or before January 1, 1952*. Tenure of the fellowship may begin at any appropriate time after the Board meeting. Further information and application blanks may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington 25, D. C.

### VACANCIES

**Temporary academic or research appointments.** The APA Central Office occasionally has requests to suggest candidates for temporary academic or research appointments. Employers write in asking for suggestions about someone taking a sabbatical leave or retiring, who might be referred to them as likely candidates. The Placement System is interested in compiling a file of such people. Psychologists who plan to take a sabbatical leave, or who have retired, but are interested in considering such appointments should communicate with the APA Placement Office. These positions are not summer jobs, for which there are few requests and many applicants.

**The State Hospital South, Blackfoot, Idaho,** is planning a cooperative arrangement whereby regular faculty members of university departments offering training in clinical psychology can work at the Hospital for varying lengths of time up to one year. The aim is to give such faculty members an opportunity to obtain additional practical clinical experience in an out-patient and hospital setting as well as to carry on research. Duties of the visiting clinicians would involve some service to patients and supervision of interns, with most time being devoted to research especially in psychotherapy. Salary, up to \$500 plus complete family maintenance. Detailed information may be obtained from Dr. Elmore Martin, Chief Psychologist, State Hospital South, Blackfoot, Idaho.

**Two internships** in clinical psychology, either sex, to begin as soon as possible; MA or equivalent and familiarity with projective techniques and other clinical procedures. Candidate is expected to be matriculated for PhD or acceptable for matriculation in university approved for clinical training by APA. Stipend, \$2,000 less \$768 for Class A main-

tenance. Apply to A. W. Shilanse, Wernersville State Hospital, Wernersville, Pa.

**Two internships** in clinical psychology, either sex, 21-35 years; MA or equivalent required; nine-month period, maintenance and subsistence, no stipend; graduate credit possible through Claremont Graduate School; experience with all types of psychiatric cases. Apply to Dr. O. L. Gericke, Superintendent, Patton State Hospital, Patton, California. Attn: Mr. William Walcott.

**Graduate research fellow,** MA or completed course work for PhD with emphasis on experimental psychology and quantitative methods required. Duties: undertake and complete PhD research using sound motion pictures for investigating basic problems in psychology. Stipend, \$1,800 to begin, increasing to \$3,000, for academic year. Apply to C. R. Carpenter, Instructional Film Research Program, 307 Burrowes Bldg., State College, Pa.

**Research assistants,** half-time (twenty hours per week), in experimental and physiological psychology on projects for the U. S. Air Force and private research grants; for applicants at the BA level who would like to start in February, 1952 with privilege of electing nine credit hours on a master's program each semester. Experience in radio circuits and electronics desirable for one of the two openings. Additional openings will be available in September, 1952. Stipend, \$1,000 for ten months plus monthly allowance to cover tuition. Request information and application forms from the Director of Admissions, Lehigh University, Bethlehem, Pa.

**Industrial or experimental psychologist,** male, PhD or equivalent; familiar with research methods, experimental design, and statistical analysis; interested in doing applied research in industry on human relations problems. Job opening as research consultant on interdisciplinary research team. Salary, open. Apply to Robert J. Irvin, Supervisor of Employment, Inland Steel Company, East Chicago, Indiana.

**Instructor to associate professor,** PhD required, teaching experience desirable, to begin as soon as possible. Duties involve helping to teach elementary courses, especially in fields of clinical psychology at undergraduate level. Salary and rank dependent on qualifications. Apply to Luther W. Stalnaker, Dean, College of Liberal Arts, Drake University, Des Moines, Iowa.



**Clinical psychologist, male, MA plus one year clinical and child psychology.** One year supervised experience. School-community mental health program with interrelationship with local guidance clinic. Diagnostic, treatment, research, training and consultant functions. Beginning salary, \$4,800 with annual increments to \$6,000; cost of living bonus. Apply to F. Sydney Hansen, M. D., Health Officer, Multnomah County Health Department, Portland, Oregon, sending qualifications and possibility of interview.

**Psychologist I, either sex, under 35, MA;** knowledge of clinical interviewing and psychological tests, including projective techniques, and one year clinical experience, preferably with adults, required. Duties involve testing mental patients for diagnostic purposes. Future opportunity to do therapy and research. Salary, \$330 per month. Apply to C. A. Haglund, Chief Psychologist, Apple Creek State Hospital, Box 148, Apple Creek, Ohio.

**Clinical psychologist in men's reformatory in Anamosa, Iowa; male, age 28-40, PhD or MA,** two years' experience in a penal institution or working with delinquents. Experience in mental hospital or guidance clinic also desirable as well as experience with projective techniques. Salary, \$4,140 to begin. Apply to L. W. Schenke, Director, Psychological Services, Iowa State Board of Control, East 12th and Court St., Des Moines, Iowa.

**Clinical psychologist, male, under 40, PhD;** must apply for and pass state merit system examination administered by Missouri Personnel Division. Duties involve administering psychological tests including Rorschach and directing group therapy. Write to William J. Cremer, M. D., State Hospital No. 1, Fulton, Missouri.

**Chief of child guidance clinic and director of the Lincoln School of Child Development.** PhD and two years' experience in psychodiagnostics required, experience in therapy desirable. Duties: responsibility for orthogenic school for emotionally disturbed children, psychodiagnosis and therapy with children on out-patient basis, supervision of interns, responsibility for research program. Salary, varies up to approximately \$8,000, based on small guaranteed salary plus percentage of earnings.

Also, **director of reading clinic, PhD preferred,** two years' experience in a clinical reading

program. Duties: diagnosis of reading problems, setting up and execution of corrective program, supervision of junior staff and interns, participation in community education and interpretation, research. Salary, varies up to approximately \$7,500, based on small guaranteed salary plus percentage of earnings. For both positions listed above, apply to Leon B. Slater, 1213 Lincoln Rd., Miami Beach, Florida.

**Consultant in special education, either sex, under 35, MA in education, at least two years' teaching experience, preferably in special education.** Duties: working with school on programs of child study and special education classes for mentally retarded children. Apply to Board of Special and Adult Education, 321 Arps Hall, Ohio State University, Columbus 10, Ohio.

**Instructor in education, either sex, preferably under 35, training in educational psychology and research methods, PhD with published research, teaching experience at either (or both) elementary or secondary level required.** Duties involve conduct of research in teacher education. Salary, \$4,490 for academic year, with mandatory increments. Apply to Jacob S. Orleans, Director of Research and Evaluation, Division of Teacher Education, College of the City of New York, 500 Park Ave., Room 701, New York 22, N. Y.

**Research associate, preferably male, PhD or equivalent, research and/or military experience in human engineering desirable.** To supervise and work on collection, tabulation, evaluation of human engineering data. Salary, \$5,000-\$7,000. Apply to Leonard C. Mead, Institute for Applied Experimental Psychology, Tufts College, Medford 55, Mass.

**Merit System examination for positions in clinical psychology in Maryland.** Examinations will be held for the following positions: Chief psychologist, PhD and two years' experience including supervisory responsibility; salary range, \$4,860-\$6,075. Psychologist, MA and two years' clinical experience including testing; salary range, \$3,660-\$4,575. Psychologist intern, BA in psychology and two years' graduate work; salary range, \$2,520-\$3,150. For further information and date of examinations, write to the State Employment Commissioner, 31 Light St., Baltimore 2, Md.

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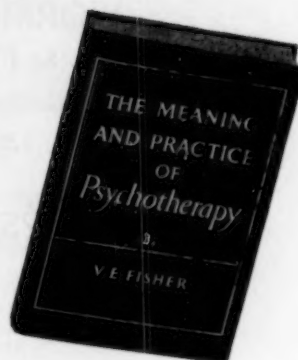
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